LUNENBURG COUNTY
DISTRICT SCHOOL BOARD
SURVEY REPORT

June, 1989

Nova Scotia

Department of
Education

LUNENBURG COUNTY DISTRICT SCHOOL BOARD

SURVEY REPORT

June, 1989

Nova Scotia
Department of Education

91-00264/

TABLE OF CONTENTS

Page

Chapter 1

THE SURVEY PROCESS..1-1
Survey Team..1-1
Procedure..1-1
Nature of the Report...1-2
Briefs from the Public...1-2
Acknowledgements...1-2

Chapter 2

THE BOARD...2-1
Board Composition..2-1
Board Meetings...2-1
Board Committees and Their Meetings..................................2-2
Board Responsibilities...2-4
Communication..2-6
Recommendations..2-6

Chapter 3

THE STAFF...3-1
Selection and Appointment..3-1
Assignment of Staff..3-2
Supervision of Staff...3-4
Current Number and Distribution of Staff.............................3-8
Roles of Leadership Personnel..3-12
In-Service Education...3-17
Recommendations..3-18

Chapter 4

THE STUDENTS..4-1
Enrolments...4-1
Orientation..4-2
Student Attendance...4-4
Suspension of Students...4-4
Evaluation and Reporting Student Progress............................4-4
Standardized Testing of Students.....................................4-5
Recommendations..4-7

Chapter 5

THE SCHOOLS...5-1

Chapter 6

CURRICULUM..6-1
Elementary Overview..6-1
Secondary Overview...6-3

Page

Subject Areas..6-5
  Art, P-6...6-5
    Recommendations..6-6
  Art, 7-12..6-6
    Recommendations..6-8
  Business Education, 10-12......................................6-8
    Recommendations..6-10
  Computer Unit, 7-9...6-10
    Recommendations..6-14
  Computer Related Studies, 10-12................................6-14
    Recommendations..6-17
  Driver Education...6-17
    Recommendations..6-18
  English Language Arts, P-6.....................................6-18
    Recommendations..6-21
  English Language Arts, 7-12....................................6-21
    Recommendations..6-26
  French, P-6..6-26
    Recommendations..6-30
  French, 7-9..6-30
    Recommendations..6-33
  French, 10-12..6-34
    Recommendations..6-36
  German...6-36
  Health, P-6..6-38
  Health, 7-9..6-39
    Recommendations..6-40
  Home Economics, 7-12...6-40
    Recommendations..6-42
  Industrial Arts, 7-12..6-42
    Recommendations..6-45
  Mathematics, P-6...6-46
    Recommendations..6-50
  Mathematics, 7-12..6-50
    Recommendations..6-53
  Music, P-6...6-53
  Music, 7-12..6-55
    Recommendations..6-57
  Personal Development and Relationships.........................6-57
    Recommendations..6-59
  Physical Education, P-6..6-59
    Recommendations..6-61
  Physical Education, 7-9..6-61
    Recommendations..6-62
  Physical Education, 10-12......................................6-62
    Recommendations..6-64
  Science, P-6...6-64
    Recommendations..6-69
  Social Studies, P-6..6-70
    Recommendations..6-71
  Social Studies, 7-12...6-71
    Recommendations..6-74

Chapter 7 **Page**

SPECIAL PROGRAMS....7-1
Alternative Programs....7-1
Program Enrichment....7-3
Meeting the Needs Through Special Education Programs and Services....7-5
Recommendations....7-9
Summer School....7-9
Recommendations....7-10

Chapter 8

SUPPORT SERVICES....8-1
Guidance Services....8-1
Recommendations....8-4
Library Services....8-5
Recommendations....8-8
Teachers' Centre....8-8
Recommendations....8-10
Learning Resources....8-10
Recommendations....8-11

Chapter 9

FINANCE....9-1
Internal Controls....9-5
Payroll....9-5
Purchasing....9-5
Tendering....9-6
Fixed Assets....9-6
Cash, Banking and Investments....9-7
Revenues and Receivables....9-7
Insurance and Bonding....9-8
Inventories....9-8
Financial Reporting....9-8
School-Based Funds....9-9
Canteen/Cafeteria Funds....9-10
Student Councils....9-10
Student Fees....9-11
Recommendations....9-12

Chapter 10

CONVEYANCE....10-1
Routing....10-2
Vehicle and Vehicle Maintenance....10-4
Inclement Weather Procedures....10-5
In-Service....10-5
Extra-Curricular and Field Trips....10-6
Recommendations....10-7

Chapter 11

Page

PROPERTY SERVICE AND MAINTENANCE..............................11-1
   Maintenance Procedures....................................11-4
   Acquisition and Distribution of Supplies..................11-4
   Property Service and Maintenance Vehicles.................11-5
   Reorganization..11-6
      Recommendations..11-6

Chapter 12

ADULT EDUCATION...12-1
   Programs..12-2
   Budget..12-5
      Recommendations..12-5

Chapter 13

SUMMARY OF RECOMMENDATIONS..................................13-1

CHAPTER 1

THE SURVEY PROCESS

The Lunenburg County District School Board wrote the Minister of Education in February, 1986 requesting that an educational survey be conducted. The Minister agreed and the survey team conducted its visits to the district during the autumn of 1988.

Survey Team

Thirty-one Department of Education staff members and six personnel from district school boards were selected to conduct the survey. The contributions of district personnel are gratefully acknowledged and sincere appreciation is extended to the school boards of Kings, Colchester-East Hants, Dartmouth and Halifax for allowing their participation.

The Department of Education members were:

David Young, Chairperson
Patricia Barnes, Elementary Team Leader
Grace Beuree, Special Education Team Leader
Kay McIntosh, Secondary Team Leader
Murvin McInnis, Administration Team Leader
Désiré Boudreau
Don Burgoyne
Charles Clattenburg
Shirley Coulter
Lawrie Delbridge
Cleophas D'Eon
Berthe Dirren
Natalie Harvey
Greg Hume
Nancy Hyland
Eric Worden
Michael Jeffrey
Eva Landry
Raymond Leblanc
Robert Leblanc
Nancy MacDonald
Rick MacDonald
James MacDougall
Kaye MacKinnon
Bob McNamara
Alan Moore
Richard Morris
Glenda Redden
Paul Murray
Joanne Thompson
John Wheelock

The district board team members were:

Sara Macrae
Grant MacDonald
David McKillop
Max Moulton
Tony Stewart
Doug Stockman

Procedure

Dr. Gordon Jeffery, Inspector of Schools, was initially chosen to chair the survey team and he and Dr. Jamie Muir, Director of Inspection Services, met with the Lunenburg County District School Board and the Superintendent of Schools to establish guidelines for the survey. Dr. Jeffery later accepted a position with a school board, and David Young, Inspector of Schools, was then appointed to chair the team. He met with the Superintendent and the Assistant Superintendent (Personnel) who was selected to be liaison staff person with the survey team leader.

During the two weeks of survey team visits to the district, members met with the administrative staff, principals, and vice-principals, and received briefs from members of the public. School board members and some school trustees were interviewed. Members of the survey team visited all schools and most classrooms and held discussions with teachers, other school board employees, and students.

Nature of the Report

This document is a report of the survey of the school system under the jurisdiction of the Lunenburg County District School Board and is based on the observations and assessments made by the team during two weeks in the fall of 1988 together with other information made available by the staff.

Briefs from the Public

Twenty briefs were received from individuals and groups at private meetings held in Bridgewater Elementary School, or received in the mail. Members of the survey team were made aware of the items in the briefs and all were duly considered. A list of all major items contained in the briefs is found in the appendices.

Acknowledgements

The members of the survey team express their appreciation for the courtesy, assistance, and co-operation received from the Chairperson and members of the school board, staff and students. A special note of thanks is extended to the Superintendent, Assistant Superintendent (Personnel) and the Executive Secretary whose special efforts greatly facilitated the work of the survey.

CHAPTER 2

THE BOARD

Board Composition

The Lunenburg County District School Board has 15 members. The district includes five municipal units: the Municipalities of the District of Chester and the District of Lunenburg, the Town of Bridgewater, the Town of Lunenburg and the Town of Mahone Bay.

The district agreement states that one board member is appointed from each council. One member is appointed by the Governor-In-Council and one member is elected from each of: the Town of Lunenburg and Districts 1, 2, 4 and 10 of the Municipality of the District of Lunenburg; the Town of Mahone Bay and Districts 3 and 5 of the Municipality of the District of Lunenburg; Districts 8, 9, 13 and 15 of the Municipality of the District of Lunenburg; the District of Chester; and the Town of Bridgewater. The agreement further provides that there be no fewer than five members who are residents of the District of Lunenburg and no more than one Governor-In-Council appointment from the combined towns of Mahone Bay and Lunenburg.

Board Meetings

Regular meetings are held monthly on the third Tuesday at the school board offices in Bridgewater. The first part of the meeting is an in-camera session to consider confidential matters which are usually related to personnel. The board session begins in the morning and may extend well into the afternoon. During recent meetings, there has been a concerted attempt to streamline the sessions, resulting in shorter meetings. Special meetings of the board may be held at the call of the Chairperson provided 72 hours notice is given.

The board has by-laws approved by the Governor In Council in February 1988. These by-laws provide for Robert's Rules of Order to be followed at school board meetings.

The agenda is compiled by the Executive Secretary who is also the Superintendent's secretary. Items may be contributed by board members, board committees, or senior staff. The agenda is reviewed by the Superintendent and the Secretary of the board who is a board member. Supporting documents are then assembled and the package is delivered to or picked up by board members prior to the board meeting. Packages viewed by the survey team provided thorough background information in a well-organized fashion. Agenda items are reviewed by the Chairperson and Superintendent prior to the meeting to acquaint the Chairperson with up-dated information. The meetings are publicly advertised the week preceding the meeting.

The Superintendent, the two Assistant Superintendents and the Director of Finance attend board meetings and act as resource persons. The Executive Secretary and a recording secretary are also present. The Inspector of Schools usually attends and acts as a further resource person.

The minutes of the board meetings are taken by the recording secretary, reviewed by senior staff and the Executive Secretary and distributed to board members. Approved board minutes are widely circulated to individuals and institutions interested in school board matters.

Members of the public may appear before the board, or a standing committee of the board, providing a written notice has been received by the Superintendent at least a week before the meeting. A policy on such presentations provides direction for the board at the time delegations are being received and further provides guidance to persons or groups wishing to address the board.

Board Committees and their Meetings

The board has three standing committees consisting of five board members each: program, personnel and operations. The committees meet at least monthly at the school board offices. Terms of reference are contained in a policy entitled "Duties of Board Members" which states that committees are to make decisions in areas specified by the board and to generate recommendations. Items are listed for each committee but some are broad and expressed only as titles such as Summer School, Maintenance Services, Teachers' Centre. It would be advisable for the board to express more clearly the committees' functions in relation to the topics listed.

Each board member is appointed to one standing committee at the time of the board's annual meeting. The Board Chairperson and Vice-Chairperson serve as a committee of two to form the standing committees, with the individual board member's expressed preference being the chief selection factor.

A senior staff member is appointed to have responsibilities for and act as advisor to a specific committee. The Superintendent may attend all committee meetings. In addition to serving on one committee in an official capacity, the Chairperson may attend all other committee meetings ex-officio and in the absence of a voting member may assume that person's voting privileges.

Each committee elects its own chairperson and vice-chairperson. Meetings are held during the day beginning in the morning and lasting into the afternoon. A quorum consists of more than one-half the membership of the committee who are entitled to vote.

Members of the public may appear before a standing committee subject to written notification to the Superintendent.

Agendas for committees are compiled by the senior staff person's secretary. They are reviewed by the senior staff member assigned to the committee and then distributed with supporting documents to committee members. The remaining board members receive notices of all committee meetings and may attend as non-voting members.

Committee minutes are recorded by the secretary of the senior staff member assigned to the committee. The minutes are prepared and reviewed by the senior staff member prior to their distribution.

Committee reports to the board are covered by policy which stipulates that copies of committee reports complete with formal resolutions covering recommendations are to be circulated to board members. At the board meeting next following, the resolutions are to be placed before the board by the committee chairperson or representative.

Efforts of the senior staff to provide full and comprehensive information prior to board and committee meetings are commendable and appreciated by board members.

The names of the three standing committees very much delineate their areas of responsibility in board operations. There are, however, areas where overlap occurs and some degree of co-ordination is necessary for satisfactory coverage of these matters. The board has no prescribed procedure for these occurrences. Evaluation of personnel, for example, lies within the purview of the personnel committee but the program committee may, in some cases, wish or need to have input. In addition it is difficult to strike a policy of school principal evaluation without consideration of program ingredients. Overlaps such as these should be worked out in a formalized manner. The survey team suggests that an appropriate procedure be developed to address this concern.

A discipline committee composed of two board members and the Superintendent or designate carry out the functions associated with student suspension specified under Section 53(4)(c) of the Education Act. The Assistant Superintendent (Program) has been designated by the Superintendent to act on the committee. The policy adopted by the board with respect to this committee outlines procedures and assigns other duties related to suspensions.

The school board had established a number of other committees at the time of the survey.

A committee to study ways of expanding French second language at the junior high school level and to make recommendations was meeting on average once a month. It is composed of three board members and a member of senior staff.

Board public relations is the subject of another ad hoc board committee. This committee, which meets monthly, is composed of three board members and a senior staff member. The committee is investigating the status of the board's public relations and making recommendations to improve them.

A committee on AIDS is the latest ad hoc committee to be formed. The committee is formed by having each standing committee contribute a member. A senior staff member and a member of the medical community complete the committee membership. The committee meets monthly, with its primary focus being AIDS education.

Board Responsibilities

The board's philosophy as stated in New Directions, a board-produced document adopted in September 1987, is "...the provision of the best education possible for all students in Lunenburg County." The comprehensive and extensive planning process for the delivery of education conducted by the board over a two-year period is a testament to the board's commitment to endeavor to carry out its philosophy.

In October 1985, the school board approved the start of a formal, long range planning process. An ad hoc committee of the board was appointed to oversee the implementation of the project.

In the ensuing year, the board invited written briefs from numerous public groups. These briefs were reviewed in detail, along with other issues identified by senior management.

As a means of focussing attention on the many issues identified, the board compiled a "white paper" in October 1986 indicating the board's assessment of long range objectives and plans. This document was intended to solicit public comment on the directions being proposed by the board.

Subsequent to the "white paper", senior staff carried out several detailed studies to evaluate the options being considered for school re-organization and facility requirements.

Major objectives for the next few years are covered in New Directions. The document provides an overview on program areas to be addressed and considers community relations, support services, and facilities. The Superintendent provides periodic progress reports to the board.

The board is to be commended for its efforts at long range planning. Strategic planning provides a means of giving direction and anticipating changing circumstances such as declining/shifting enrolments, ageing school facilities and curriculum developments. To manage effectively, the board must have a clear purpose; otherwise, efforts may be dissipated by different parts of the organization working against each other. The board conducted a well-defined, relatively simple process that enabled it to identify several key issues and prepare plans to address these issues.

The board stated a mandate that now forms the basis for all long range planning. This mandate, as well as the long range plan New Directions, have served as important guides to management. The document could be more specific in terms of resources required or committed, a timetable for implementation, performance expected and assignment of responsibilities for implementation of the specific plans. The survey team realizes, however, that it may not have been the board's intention to prepare New Directions as a working document for senior management and that the Superintendent's terms of reference have provided much of the necessary detail.

The survey team would further suggest that as a refinement the board could consider undertaking a detailed assessment of strengths and deficiencies in all areas of operation such as programs, physical resources, human resources, financial resources and information resources. External factors such as social issues and technology should be considered as well.

The board's ad hoc long range planning committee has not met since mid-1987. The process requires a group that meets regularly for planning to be most effective and up-to-date. It is acknowledged that the time since completion of New Directions has been short and effort has been focussed on implementing these plans. Senior management indicated that there are further issues to address and long range planning will be undertaken again in the near future.

The board has a package of policies, guidelines and procedures to assist it in its responsibilities. No distinction is made among these policies, guidelines and procedures. The survey team suggests that a clearer and more useful format for the board would be to differentiate among policies, guidelines and procedures by creating a policy which describes what each is meant to cover and the method of processing each to enactment. A policy, for example, is usually drafted to cover an issue in general terms, processed at the board level and not subject readily to change. Guidelines and procedures have fewer constraints and are usually less onerous to modify. It would also be helpful to codify the policies.

The policy on evaluation of the Superintendent details that, in his annual evaluation, board objectives will be reviewed and will constitute items for his next year's terms of reference. This is being done and board objectives are reflected in the Superintendent's duties.

The board does not have a published statement on the duties of its members. Some board members reported that there is a tacit understanding, particularly among longer serving members, of their roles and duties. The long term planning process which engaged the board in varying activities was stated by many of them to have helped identify and clarify board members' roles. The survey team suggests that the duties of board members be stated in policy format.

The guideline, "Duties of Trustees", lists 23 school trustee areas. Boards of trustees have been established in seven of these school areas. There is a current thrust within the district to activate more boards of trustees. The school board is to be commended for taking this initiative.

The guideline for duties of school trustees contains rationale, formation procedures, numbers of trustees per area, and school board - trustee working relationship. It is a comprehensive guide augmenting the list of statutory duties of trustees found in the Education Act. A senior staff member is assigned as a resource and liaison person to each board of trustees and attends all meetings.

Trustees are to represent the residents of an area and to monitor their respective schools. They hold regular meetings, inspect their schools, and report to the school board. They may be called upon to consult with the board on new school sites and carry out other duties as determined by the school board. They frequently work closely with home and school associations where such are established in the district.

In meeting with survey team members, some trustees expressed a desire to have more input into school matters and to have their ideas more highly regarded by the school board.

Communication

Effective communication practices are in effect. For example, the board publishes an annual report for the previous calendar year. The annual report published for 1987 is a source of pride to the district and contains useful information on schools and system operations. It is but one example of the high regard in which communication is held.

A supervisor is assigned the task of noting achievements of staff and students which appear in the print media and subsequently sending an appropriate note to everyone on behalf of the board.

School personnel are aware of which central office staff members to contact and they report no difficulty in reaching them.

Monthly meetings of principals with central office staff are held. There has been an attempt to streamline these by issuing more frequent written memos, thereby reducing the number of minor, routine items on the agenda of meetings.

An information pamphlet containing useful information for parents is published in the fall.

A special committee of the board was established recently to address public relations - a further indication of the board's intent to place communication in a priority position.

Recommendations

It is recommended that:

2-1 The duties of board committees be fully specified.

2-2 Policies, guidelines and procedures of the board be clearly identified, differentiated and coded.

2-3 A procedure be established to process items which are the concern of more than one board committee.

2-4 The board's long range planning committee be established and meet regularly.

CHAPTER 3

THE STAFF

Selection and Appointment

Teachers, including supervisory personnel, are employed in accordance with the Agreement between the Minister of Education and the Nova Scotia Teachers Union. These people are also affected by the agreement between the Lunenburg County District School Board and the Lunenburg Local of the Nova Scotia Teachers Union.

Procedures for the selection and appointment of teaching, non-teaching, and administrative personnel are governed by the Lunenburg County District School Board Policies, Guidelines, Procedures Manual. The hiring policy outlines the guidelines to be followed for the advertisement, screening, interviewing, recommendation, appointment, and notification of applicants.

The employee union agreements require internal advertisement for teaching and non-teaching positions. In the event that positions are not filled internally, specifications are outlined for advertising the positions. The advertisements include a request for three references and indicate the closing date for the submission of applications.

The policy requires the Superintendent of Schools to designate which central office personnel are to be involved in the screening of applications, and indicates that for central office administration positions, the Board Chairperson and appropriate committee chairpersons, or their designates are to be included. The policy also specifies that the personnel committee chairperson is to be included in the screening of applications for school administration positions, and that principals of schools are to be involved in screening applications for teaching and department head positions. The screening for bus drivers, mechanics, custodians, secretaries, and maintenance personnel is to be done by central office personnel.

The Superintendent of Schools is given the mandate to designate appropriate central office personnel to be involved in the interviewing process. The hiring policy also indicates that the Board Chairperson and the chairperson of appropriate committees or their designates are to be involved in interviewing candidates for all central office positions except that of the Superintendent of Schools. The Chairperson of the Personnel Committee or a designate is included in the team which interviews the selected applicants for school administration positions. The hiring policy indicates that principals are to be involved in interviewing applicants for teaching positions in their schools.

For bus drivers, mechanics, custodians, secretaries and maintenance personnel, the hiring policy indicates that the interviews will be conducted by central office staff. Generally principals are involved in interviewing janitors and secretaries who are to be employed within their specific schools.

In the procedure for administrative appointments policy adopted by the board on February 21, 1986 provisions have been made for central office positions to be advertised both internally and externally. The policy requires that "all qualified applicants employed by the board shall be interviewed." The hiring policy requires that the Inspector of Schools be notified and invited to attend interviews for central office personnel and administrators.

Successful applicants are notified by letter. The notification may be preceded by a telephone call. Unsuccessful applicants are notified either by letter from the Superintendent of Schools or his designate, or by advertisement. The hiring policy also requires that the school board payroll department be notified of all appointments which have been made, with the effective date of each appointment.

The hiring policy is effective and is followed except for such extenuating circumstances as the unavailability of a specified member of the screening or interviewing team to be present. Instances were cited where it was determined that, because of the prior experience gained by a principal as the result of having been a frequent participant in interviews for teaching positions, some interviews for teaching positions have been conducted by school administrators only. It is the perception of the survey team that the care taken in the selection of staff, under the leadership of the Assistant Superintendent of Schools (Personnel), has been a positive factor in making staff appointments.

The procedures for recommending probationary contract teachers for permanent contracts are outlined in the board's "Policies, Guidelines, Procedures" manual. The procedures provide for the personnel committee to meet with principals who have probationary contract teachers on staff on or before April 1 of each year. The principal makes recommendations to the committee regarding each contract teacher and is to have available copies of the evaluation report for the probationary contract teachers. The Superintendent of Schools or a designate has the responsibility for making arrangements for principals to meet with the Personnel Committee. In situations where teachers are not being recommended for permanent contracts, the Superintendent of Schools or a designated person arranges for the central office staff who were involved in the evaluation process to be present at the meeting. It is then the responsibility of the committee to make recommendations to the board at its first meeting in April.

Assignment of Staff

A staffing formula is developed annually to determine the amount of teacher service to be provided in each school. Table 1, which was given to survey team members by central office personnel, shows the staffing allocation for the 1988-89 school year. This includes full and part-time school-based personnel as well as the service time to be provided by such itinerant teachers who give instruction in music, French, or physical education. For the 1988-89 school year it was determined that the allocation of teacher service as related to pupil enrolment would be 1:19 at the primary to grade 6 level, with provision for an adjustment of 1:18 in specific schools enrolling special education pupils. For junior and senior high schools the allocation was 1 to 17.25, with provision for

1:17.0 for schools designated to provide instruction for special education pupils. An allocation of one teacher for each 16 pupils was provided for the smaller junior-senior high schools in Lunenburg and New Ross. Special consideration is also given in determining the number of staff to be allocated to small elementary schools.

TABLE 1

LUNENBURG COUNTY DISTRICT SCHOOL BOARD
STAFFING ALLOCATION FORMULA FOR 1988-89 SCHOOL YEAR

School	Formula Allocation	1987-88 Actual	1988 Allocation	Reduction or Addition
Big Tancook	.90	2.27	2.27	0
Blandford	3.90	4.20	4.20	0
Blockhouse	12.60	12.40	12.40	0
Bridgewater Elem.	35.00	34.00	34.00	0
Bridgewater High	31.80	34.00	34.00	0
Centre Consolidated	32.40	34.60	32.60	-2.0
Chester Basin	4.00	4.00	4.00	0
Chester District	20.80	22.30	21.30	-1.0
Chester High	41.00	39.50	40.50	+1.0
Gold River	9.70	10.03	10.03	0
Hebbville Elem.	17.00	15.60	15.60	0
Hebbville Cons.	27.50	29.00	28.00	-1.0
Lunenburg Elem.	8.50	8.10	9.10	+1.0
Lunenburg High	14.00	16.00	15.00	-1.0
Mahone Bay	20.10	20.50	20.50	0
Mill Cove	10.00	9.90	9.90	0
Newcombville	17.00	15.60	15.60	0
New Germany Elem.	21.20	19.10	19.10	0
New Germany High	30.00	31.00	30.50	-0.5
New Ross	16.40	19.42	18.42	-1.0
Park View	53.40	50.00	51.00	+1.0
Pentz	11.20	9.90	10.90	+1.0
Petite Riviere	7.80	8.24	8.24	0
Riverport	7.70	7.30	8.30	+1.0
West Northfield	12.40	11.70	11.70	0
TOTALS	466.30	468.66	467.16	-1.5

Formula used for 1988-89 In-School Staffing

Elementary	19.00	Elementary (Sp.Ed.)	18.00	LHS & NRCS	16.00
Junior-Senior	17.25	Junior-Senior (Sp.Ed.)	17.00		

NOTE: The reduction of 1.5 in the total in-school staff reflects the number of positions used for the appointment of an Elementary Curriculum Consultant and a full-time School Psychologist.

At the school level the assignment of teachers for specific grades and/or subjects is made by the principal. Usually this occurs following discussions with the individual teachers and is completed prior to the end of the school year preceding the one in which the assignment is to take place.

Teaching time with students and preparation periods are arranged at the school level. The amount of preparation time available for elementary classroom teachers is affected by the amount of specialist staff time assigned to a school. Schedules at the high school level generally provide for teachers to have one period per day available for classroom preparation.

Substitute teachers are used to replace regular teachers in accordance with board policy and the agreement between the Nova Scotia Teachers and the Lunenburg County District School Board. Substitute teachers are selected from an approved list prepared by the Assistant Superintendent (Personnel).

When substitute teachers are required in schools, the contact with them is made by the principal, or the vice-principal, or in some cases by the teacher who is to be replaced. The practice of having teachers directly engage replacement teachers is a questionable one. Prior to the commencement of classes, school administrators are not always aware that specific regular teachers are to be absent from their teaching assignments and who the replacement teachers are. This practice is contrary to board policy.

Supervision of Staff

Guidelines for the supervision and evaluation of teachers, guidelines for the evaluation of teacher aides, as well as guidelines for the evaluation of principals, and a policy for the evaluation of the Superintendent are found in the "Lunenburg County District School Board Policies, Guidelines, Procedures" manual. The manual does not contain a statement regarding the evaluation of vice-principals.

The board has a policy providing for the evaluation of the Superintendent by the school board. The formal evaluation is of an interactive nature and is conducted during an in camera session of the board in August. The product of the evaluation is a judgment on achievement and a setting of the ensuing year's goals for the Superintendent. The evaluation is based on the previous year's goals and the statement of duties in the "Terms of Reference and/or Job Descriptions of Administrative Staff". The procedure which is carried out bi-annually with an informal evaluation done in January is important in establishing expectations for the senior administrator.

The Superintendent is responsible in turn for the supervision of central office senior professional staff. The relevant objective states that by August 31 a formal evaluation will occur in accordance with the terms of reference. These terms of references are drafted with wide variances in detail, style and levels of importance. The survey team believes it would be useful if a greater degree of standardization of content and style were exercised, affording the readers and the evaluator a better base for understanding the roles and functions.

Evaluation and supervision of the supervisors and other curriculum team members are functions of the Assistant Superintendent (Program). The policy manual and the "Terms of Reference" do not contain a reference to the task other than its frequency. There should be a statement as to the method and basis of evaluation in order to clarify the process.

The guidelines for the supervision and evaluation of teachers use the terms "tenured teachers" and "non-tenured teachers". It is understood that tenured teachers are those who have permanent contracts. The guidelines also use the terms "formative supervision" and "summative supervision".

The guidelines indicate that "Formative supervision is a cooperative and collegial professional development procedure for tenured teachers. The main purpose of formative evaluation is to facilitate professional growth and to increase teacher effectiveness." The guidelines further indicate that tenured teachers will be involved in the formative process every third year, with the supervision team consisting of the principal, vice-principal, or department head in the teacher's school. Records related to this process are considered confidential and are retained at the school; however, the principal files a report at central office indicating that the process has been completed. This report is placed in the teacher's personnel file in central office.

The supervison and evaluation guidelines for teachers indicate that, "The main purpose of the summative evaluation of probationary and term teachers is to assess those teachers for employment decision purposes, such as granting of permanent contracts, termination of contracts, etc."

There is a requirement during the first two years of teaching that probationary and term teachers be supervised twice each year by in-school administrative staff and twice by central office administration staff. The process is to be completed prior to the end of March. These guidelines also indicate that long-term substitute teachers are to be supervised as requested by the Assistant Superintendent (Personnel).

In the case of summative supervision the supervision team consists of the school principal, vice-principal, or department head, and an assistant superintendent from central office. Following the class observation a written report is discussed with the teacher, at which time the teacher and the supervisor sign the report, with each person retaining one copy. In addition a copy is placed in the teacher's personnel file in the central office.

The guideline also contains provision for using the summative supervision process with tenured teachers. The document states that "The purpose of summative supervision of tenured teachers is to give intensive assistance to teachers for whom the formative supervision process has been terminated. This is for those situations where some significant concerns have been expressed regarding the competency of the teacher."

For tenured teachers the summative process is begun after the teacher has been notified that the formative process is being terminated. The teacher is then provided with a written identification of the problem and the expectations for improvement. The school principal and an assistant superintendent are involved in the process which "...involves classroom observation and the collection and evaluation of artifacts." When sufficient improvement has been obtained, the teacher is given written notice that he/she is being returned to formative supervision. If improvement is not achieved the teacher is to be notified of the possibility of termination of employment. Written reports, signed by the teacher and the supervisor are provided to the teacher following each observation. Copies of the reports are also distributed to the principal and placed in the teacher's personnel file in central office.

Regarding the written reports which are required as outlined in the guideline, in some cases the district evaluation form is used. However, most of the personnel involved in doing the supervision reports use a narrative format. The use of different methods to record evaluation observations results in inconsistency throughout the district.

Administrators reported that the frequency outlined in the policy manual for the summative process is being followed; however, those responsible for completing the formative supervision processes reported difficulty in finding time to complete them as required. Teaching principals find it even more difficult to find the time to complete the process. It was noted that in some cases the only non-scheduled teaching time allocated for administration, including supervision by teaching principals, was in the afternoons. Because of time-tabling it does happen that principals do not have an opportunity to supervise the delivery of many components of the curriculum. For example language arts and mathematics teaching is most frequently scheduled in the morning.

Most of the evidence provided to the survey team indicated that the central office person who is most frequently, if not always, involved in the summative supervision process for probationary and term teachers is the Assistant Superintendent (Personnel). It is suggested that because of the incumbent's workload and because of the large number of probationary and term teachers to be supervised, the requirement for two supervision reports to be completed prior to the end of March is difficult to meet. The survey team did not find evidence to suggest that central office personnel other than the Assistant Superintendent (Personnel) are involved in the supervision of term and probationary contract teachers.

The school board and its administrators are to be complimented on the efforts they have taken to date to develop formative and summative supervision procedures. At the time of the survey a number of the school administrators were involved in workshops to enhance their skills in the supervising process. It would seem appropriate for the board to ensure that all administrators, including appropriate central office staff, principals, vice-pricipals, and department heads be involved in achieving an understanding of the adopted supervision format, and in developing the appropriate skills - including goal setting - to implement it successfully.

The guidelines for the evaluation of teacher aides places the responsibility on the principal. The guidelines, which were approved April 23, 1987, outline procedures to be followed in the teacher aide's first year of employment. These include the requirement for the principal and the teacher to whom the aide is assigned to provide the teacher aide with a statement of duties and responsibilities. Prior to the end of the six-month probation period the principal, in consultation with the teacher, prepares a written evaluation report with a recommendation regarding the employment status of the teacher aide. The recommendation is then presented by the Assistant Superintendent (Personnel) to the personnel committee.

For the second and subsequent years the principal and teacher are required to provide the teacher aide with a written list of duties and responsibilities prior to the commencement of the school year. By June 1 of each school year the principal, in consultation with the teacher, is to prepare a written evaluation report. Following discussion of the report, the three parties are to sign the report, with one copy being forwarded to the Assistant Superintendent (Personnel).

In the event that the teacher or principal perceives that the teacher aide is experiencing difficulties, the aide is to be advised in writing of the difficulties with specific suggestions for improvement. Within two months a meeting of the three parties is held to review the implementation of the suggestions previously made.

Guidelines for the evaluation of principals were adopted by the board on April 23, 1987. The guidelines are extensive and have as their stated purposes the promotion of improvement in instruction and in administrative and personnel practices; the provision of support services for administrators; and the encouragement and development of effective professional development programs.

The guidelines for evaluation of principals outline the responsibilities of principals and include responsibilities in the areas of administration, personnel, curriculum, and community relations.

The guidelines for the evaluation of principals include a comprehensive section outlining "indicators" relative to the various stated responsibilities of principals. Included is a list of some of the information and material which will be requested by the evaluator and an indication that other materials may be requested during the evaluation process.

The guideline indicates that all principals in their second year are to be evaluated. The stated objective is to evaluate each principal at least every five years. In addition, there is provision for the Superintendent or principal to request an evaluation. It is the responsibility of the Superintendent of Schools to delegate the evaluation responsibilities to one of the assistant superintendents who may use central office supervisory staff or consultants as resource personnel. The guidelines indicate that the Superintendent will be involved only if the principal expresses a concern and has submitted a written appeal.

At the time of the survey none of the principals indicated an awareness of being involved in an evaluation during the 1988-89 school year. Information provided to the survey team indicated that since the approval of the guidelines in April 1987 three principals have been evaluated. However, the survey team identified only one principal who was evaluated during the 1987-88 school year. It was indicated that for the past two school years principals have been required to submit their aims and objectives for the succeeding school year. In addition, principals provide the Superintendent with a statement of their accomplishments at the end of the school year. With respect to preparation of school aims and objectives, some principals reported that they prepared them independently, while others reported having consulted their staff in order to have the aims and objectives reflect the views of the staff.

Current Number and Distribution of Staff Members

At the time of the survey it was reported that the total teaching staff consisted of 513 people, accounting for 490.48 full-time equivalent positions. This information is summarized in Table 2 which was provided to the team by central office staff. Table 2 does not include an additional teacher hired early in the 1988-89 school year and assigned to Bridgewater Elementary School.

The supervisory staff located at the central office in Bridgewater includes the Superintendent of Schools, one Assistant Superintendent (Personnel), one Assistant Superintendent (Program), one Supervisor of Special Services, one Supervisor of Curriculum, one Consultant of Elementary Curriculum and one Drug Education Co-ordinator. The School Psychologist who serves various schools is also located in the central office. The Co-ordinator of the Teachers' Centre is located at the Teachers' Centre in Bridgewater. It is noted that one teacher is located in Verge House, Bridgewater, and one part-time teacher is assigned to Bonny Lea Farm. The board is re-imbursed by Bonny Lea Farm for this teacher's salary. The remaining teachers, including principals, vice-principals, department heads, itinerant teachers and teacher aides are employed within the various schools throughout the district.

The 25 schools within the Lunenburg County District School Board system are administered by 13 full-time principals and 12 teaching principals who have regular teaching responsibilities within their schools. The principal of Mill Cove Elementary School is responsible for the staff and students located in three separate facilities. Part-time teachers are employed to provide teaching principals with time free from teaching in order for them to deal with administrative responsibilities including the supervision of teachers. The usual time for the provision of this part-time assistance is in the afternoons.

TABLE 2
LUNENBURG COUNTY DISTRICT SCHOOL BOARD
TEACHER INFORMATION BY LOCATION
1988-89 SCHOOL YEAR

LOCATION	FULL TIME EQ.	TOTAL STAFF	ADMIN. ALLOWANCE
Big Tancook	2.00	2.0	2.0
Blandford	3.75	4.0	4.0
Blockhouse	12.60	13.0	13.0
Bridgewater Elementary	37.20	39.0	37.0
Bridgewater Jr./Sr.	34.00	37.0	34.0
Centre Consolidated	35.00	35.0	35.0
Chester Basin	3.30	4.0	3.0
Chester District	22.80	24.0	23.0
Chester Municipal	40.50	41.0	41.0
Gold River	10.50	11.0	11.0
Hebbville Elem.	18.00	19.0	18.0
Hebbville Junior High	28.00	29.0	28.0
Lunenburg Elem.	7.80	9.0	8.0
Lunenburg High	16.40	17.0	16.0
Mahone Bay	20.50	22.0	21.0
Mill Cove District	11.20	14.0	11.0
Newcombville	16.00	17.0	16.0
New Germany Elementary	19.60	21.0	20.0
New Germany Rural High	30.50	31.0	31.0
New Ross	20.00	20.0	20.0
Park View	50.00	50.0	50.0
Pentz	11.50	12.0	12.0
Petite Riviere	7.40	8.0	7.0
Riverport	7.50	8.0	8.0
West Northfield	12.03	14.0	12.0
*Central Office	10.00	10.0	10.0
Teachers Centre	1.00	1.0	1.0
Bonny Lea	.40	1.0	0.0
TOTALS	489.48	512.0	492.0

*Includes the Drug Education Co-ordinator and School Psychologist.

Twelve schools have vice-principals assigned to them. Centre Consolidated School, Chester High School and Park View Education Centre have two vice-principals. One of the vice-principals at Park View Education Centre is a full time administrator. All other vice-principals in the system have teaching responsibilities. Fifteen teachers have responsibilities as department heads. Bridgewater Junior-Senior High School, Chester Municipal High School and Park View Education Centre each have four department heads. Three department heads are employed in New

Germany High School. There are no department heads in Lunenburg Junior-Senior High School or in New Ross Consolidated School.

Table 3 indicates that within the district there are 411 full-time teachers who have permanent contracts, 24 full-time teachers who have probationary contracts and 28 full-time teachers who have term contracts. In addition to the full-time teachers, there are 30 part-time teachers who have term contracts and 20 teachers who share teaching positions. Fifteen teacher aides are employed to work in classrooms under the direction of teachers to help meet specific needs of pupils who have been placed in special needs classes.

Twenty-five full and part-time clerical staff members provide valuable services in 24 schools within the district. Included in this number is one person who is assigned to the guidance department in Park View Education Centre and one who has specific duties as receptionist in Bridgewater Junior-Senior High School. Five secretaries each serve two schools.

The secretaries are employed in accordance with the Nova Scotia Government Employees Union Agreement with the Lunenburg District School Board. The number of hours of employment is established by the board, with the actual schedules being determined by the school principals. The secretaries work within the guidelines of their job description which was developed in 1985. It was noted that there is a need for revision of the job description, including the sections entitled "General Duties and Responsibilities" and "Specifications", to take into account the recent changes in office technology and the tasks presently being performed.

The roles assigned to the secretaries and the duties carried out by them vary from school to school. In general, they provide secretarial assistance to the school principals and in many schools play a significant role in the accounting of school-based finances and of school budgets. They have an important role to play in public relations, as they are generally the first contact parents and members of the public have with the schools. It was evident that these dedicated employees provide a valuable support which enhances the efficient operation of the schools. Secretaries expressed appreciation for recent in-service sessions conducted for them and, as well, expressed a desire for more in-service sessions and for an opportunity to have formalized contact with each other.

The Assistant Superintendent (Personnel) indicated that the management team has concerns regarding the availability of secretarial services and the allotment of administration time to vice-principals in some schools. There is a desire to have more equitable services in regard to these two positions. Staffing formulae for these positions are being developed for presentation to the board.

TABLE 3

LUNENBURG DISTRICT SCHOOL BOARD
TEACHING INFORMATION FOR 1988-89

SCHOOL	Non Teaching		Teaching		Perm. F.T.	Prob. F.T.	Term 2 P.T.	Term 1 F.T.	Term 4 Job Sharing	Total by Contract
	Pr.	V.P	Pr.	V.P						
Big Tancook	-	-	1	-	2	0	0	0	0	2
Blandford	-	-	1	-	3	0	1	0	0	4
Blockhouse	1	-	-	-	11	1	1	0	0	13
Bridgewater Elem.	1	-	-	1	32	0	3	2	2	39
Bridgewater Jr/Sr.	1	-	-	1	27	2	4	2	2	37
Centre Cons.	1	-	-	2	27	4	0	4	0	35
Chester Basin	-	-	1	-	3	0	1	0	0	4
Chester District	1	-	-	-	19	1	1	1	2	24
Chester Mun. High	1	-	-	2	36	1	1	3	0	41
Gold River	-	-	1	0	10	0	1	0	0	11
Hebbville Elem.	1	-	-	0	12	3	0	2	2	19
Hebbville Jr.High	1	-	-	1	24	2	2	1	0	29
Lunenburg Elem.	-	-	1	-	7	0	2	0	0	9
Lunenburg High	-	-	1	1	15	0	1	1	0	17
Mahone Bay	1	-	-	1	16	0	1	3	2	22
Mill Cove District	-	-	1	-	7	0	2	1	4	14
Newcombville	1	-	-	-	15	0	0	0	2	17
New Germany Elem.	1	-	-	1	17	0	1	1	2	21
New Germany High	1	-	-	2	27	2	1	1	0	31
New Ross	-	-	1	1	19	0	0	1	0	20
Park View	1	1	-	1	44	4	0	2	0	50
Pentz Elem.	-	-	1	-	10	0	1	1	0	12
Petite Riviere	-	-	1	-	5	0	1	2	0	8
Riverport	-	-	1	-	6	1	1	0	0	8
West Northfield	-	-	1	-	8	1	3	0	2	14
Central Office	-	-	-	-	9	2	-	-	-	11
Bonny Lea	-	-	-	-	-	-	1	-	-	1
TOTALS	13	1	12	14	411	24	30	28	20	513

Twelve clerical staff employees are located in the central office. The Supervisor, Secretarial Services is included in this number. One employee acts as the receptionist. One staff member has her main responsibilities in the payroll department. The other secretaries have principal responsibilities in one or more specific aspects of central office operations. At the time of the survey, four secretaries were assigned to the finance department, and the other five each had principal responsibilities with the curriculum, personnel, program, transportation and adult education functions of the office. The adult education secretary also acts as the school board recording secretary. Clerical staff members in central office are members of the NSGEU, with the exception of the personnel secretary and the secretarial services supervisor, who are not members of the union because of their involvement in confidential personnel matters.

The Supervisor, Secretarial Services is the confidential secretary to the Superintendent of Schools. In addition to the general duties she carries out as Secretary to the Superintendent, the incumbent attends school board meetings and plays an important role in perusing the transcribed minutes of school board meetings. The Supervisor, Secretarial Services functions within the job description for this position as revised by the board in June 1988 and within the duties as outlined in a document approved by the personnel committee on September 29, 1988.

Among the duties outlined for the Supervisor are those related to being the Executive Secretary to the Superintendent of Schools, the office manager, and those related to work with the school board and the school board secretary. The Supervisor has responsibility for the supervision of school-based secretaries and those in central office, with the exception of the secretaries in the finance department. It was reported at the time of the survey that the Supervisor visited the schools only infrequently. The secretaries in the finance department are under the supervision of the Assistant Accountant.

Roles of Leadership Personnel

1. Superintendent of Schools

The Superintendent of Schools reports to the board. The terms of reference for the school year 1988-89 indicate that he is responsible for the supervision of the Assistant Superintendents, the Chief Financial Officer, and central office administrative personnel. It also indicates he is responsible for supervision of school principals; however, in accordance with the Guidelines for the Evaluation of Principals, he delegates this function to an Assistant Superintendent. The terms of reference for the school year 1988-89, as approved by the school board on September 20, 1988, list three job goals for the Superintendent of Schools. The job goals are:

"1. To provide effective leadership for the school district on behalf of the School Board.
2. To provide leadership in communications and public relations.
3. To ensure the duties of the Superintendent as outlined in the Regulations Under the Act, Section 2(1), are followed:...".

Among the terms of reference for 1988-89 is one which involves a review of existing board policies and procedures. The survey team is hopeful that this survey report will be helpful in achieving this stated objective. The Superintendent of Schools is by his role description responsible for the direction and implementation for all program activities in the district. In the terms of reference, the Superintendent has been assigned responsibility for addressing the board's plan outlined in New Directions. The survey team was impressed with the stated commitment to improving school programs and to establishing a positive environment in which teachers are encouraged to try new initiatives and to make curriculum improvements. As chief education officer with the board, the Superintendent of Schools visits schools and encourages both teacher and principals in their curriculum development endeavors.

2. The Assistant Superintendent of Schools (Personnel)

The Assistant Superintendent (Personnel) is responsible to the Superintendent of Schools for a wide variety of personnel and other matters. These include the selection of staff; supervision of teachers, evaluation of school principals and teacher assistants; the development of policy and staffing formulae; the administration of the issuance of teacher contracts; the co-ordination of records related to days taught and claimed; the development and maintenance of up-to-date enrolment and staff data; the co-ordination of school year activities; the administration of the CUPE, the NSGEU and the NSTU contracts and the board's personnel policy. This Assistant Superintendent is also responsible for the implemenation of the board policy related to teacher effectiveness. There are responsibilities in the area of supporting the Superintendent and board in public relations activities. In this regard there are assigned responsibilities for co-ordinating several specific projects by the Superintendent. Additional responsibilities include those related to the operations of the board's personnel committee.

The Assistant Superintendent (Personnel) has limited designated responsibility for curriculum. However, the survey team was impressed with his knowledge of curriculum initiatives and general curriculum development. He reported the necessity of being current in program implementation because of his role in personnel evaluation. One of the special projects assigned to him for 1988-89 is to ensure that a teacher orientation program occurs.

3. The Assistant Superintendent of Schools (Program)

As outlined in the terms of reference adopted by the board in September 1988 the Assistant Superintendent of Schools (Program) is responsible through the Superintendent of Schools for "...the overall planning, co-ordination, and administration of matters related to Program (i.e. Curriculum and Student Services)." The document outlines specific responsibilities as related to the school board, the program committee, the management team, the curriculum teams, and the student discipline committee. Other areas of responsibilities include those related to teachers, school principals, parents, students, special interest groups and curriculum. Reporting through this position are the following personnel: Supervisor of Curriculum, Supervisor of Special Services, Supervisor of Languages, Co-ordinator of the Teachers' Centre, Supervisor of Adult Education, Elementary Curriculum Consultant, and Co-ordinator of Drug Education.

According to the terms of reference, this role includes serving as a liaison among the program committee of the board, the management team, the curriculum team, and supervisors and principals. The survey team agrees with the terms of reference which indicate that the role of leadership in curriculum requires frequent visits to schools and contact with principals. Such activities would serve to improve communications between this position and school-based personnel.

4. The Curriculum Supervisor

The terms of reference for the Supervisor of Curriculum states that he is "To be responsible to the Assistant Superintendent (Program) to help schools develop instructional effectiveness for all of the students in the school and in particular for those in the junior and senior high school years."

Responsibilities include providing to the Curriculum Committee, through the Assistant Superintendent (Program), all information concerning curriculum and related matters as requested. The Supervisor of Curriculum also keeps this committee aware of curriculum and in-service needs of the district. As a member of the curriculum team he acts as a central office liaison for curriculum with teachers, principals and curriculum support groups.

As part of his responsibility on the curriculum team, he facilitates the work of the Supervisor of Second Language Programs, the Co-ordinator of the Teachers' Centre and the Elementary Curriculum Consultant.

Currently the Curriculum Supervisor works directly with principals in such areas as Teacher Effectiveness and the Institute for the Development of Educational Activities (I/D/E/A). He works with both teachers and principals in in-service programs at the school level and at the district level.

This year curriculum implementation activities involve Maritime Studies, Personal Development and Relationships, Science Plus, holistic science, junior high whole language, lab safety, and the integration of industrial arts and home economics.

It is evident that the Supervisor is involved in a great variety of activities in the overall development and implementation of curriculum and in-service programs.

5. Supervisor of Second Languages Programs

The Supervisor of Second Languages Programs is responsible to the Assistant Superintendent (Programs). The position has membership on the curriculum team. The duties include supervising and co-ordinating the activities and classroom visitations of the elementary French program support team. This Supervisor acts as a resource person on French programs and assesses the effectiveness of the program through classroom visits.

6. Supervisor of Special Education

In accordance with the job description found in Terms of Reference and/or Job Description of Administration Staff, the Supervisor of Special Education is responsible to the Superintendent of Schools through the

Assistant Superintendent (Programs) for the major areas of operation related to special education programming. In practice, not only is the Supervisor assigned special education, but also the overall co-ordination of guidance services and aspects of the adjusted program. The specific functions of this position are described in relation to those of the school board, senior management, curriculum team, principal, teachers, teacher assistants, parents and guardians, and students. In addition, professional development, special interest groups, special projects, and other assigned responsibilities are noted. For this school year, special attention has been given to the implementation of recommendations which evolved from two recent reports on special education written by Department of Education personnel at the school board's request.

7. Elementary Curriculum Consultant

The Elementary Curriculum Consultant, who is seconded to this position, is responsible to the Superintendent of Schools, through the Assistant Superintendent (Program), for all matters relating to elementary curriculum.

As a member of the curriculum team this Consultant attends all team meetings and works in co-operation with other team members to carry out specific objectives of the Elementary Consultant's role.

The role of the Elementary Curriculum Consultant has many objectives including co-operating with principals of elementary schools, visiting classrooms and working with individual teachers to provide curriculum support, and assisting with all matters related to the elementary curriculum. She acts as a resource person to special interest groups when requested by the Assistant Superintendent (Program).

The survey team believes that to facilitate a co-ordination of the total curriculum the Consultant of Elementary Curriculum should report to the Supervisor of Curriculum and through him to the Assistant Superintendent (Program).

8. Co-ordinator of Drug Education

The Co-ordinator of Drug Education, who is in the second year of a three-year secondment from a teaching position, is responsible to the Superintendent of Schools through the Assistant Superintendent of Schools (Program) for the overall planning, co-ordination and administration of all matters relating to drug education. The board is commended for having addressed this social problem by seconding a staff member to bring attention to this area. The survey team heard many positive comments about the incumbent's intervention in helping school staffs and students to provide drug education.

9. Department Heads

According to the Regulations Under the Education Act, a department head is responsible for co-ordinating the educational program in a department as directed by the principal, and for submitting written reports as required to the principal. The board does not have a specific policy for department heads. As indicated elsewhere in this report, there are 15 department heads in four schools within the district. In three of the schools there are English, mathematics, science and social studies department heads. In the fourth school there are department heads in English, mathematics and social studies.

The duties carried out by the department heads vary from school to school and are affected by the amount of time made available to them for their administrative duties. In some schools they have been assigned responsibility for ensuring that proper records of student achievement in their specific subjects are maintained. Teachers and principals reported on the advantage brought to the school by active, well organized department heads; however, some voiced concern regarding the lack of administrative time allotted to these professionals to do a more effective job.

10. Principals

The survey team was not given a job description for principals. However, the document entitled "Policies, Guidelines, Procedures" which was updated in July 1988 contains guidelines for the evaluation of principals. This is an extensive document which includes a section entitled "Responsibilities of School Principals". The responsibilities include those in the areas of administration, personnel, curriculum and community relations.

In the area of administration the principal is responsible for the preparation and management of all aspects of school finance, including the operation and capital budgets, the internal accounting system, purchasing, and "other school monies". In the area of administration the principal is also responsible for the operation and maintenance of the school plant, the preparation of reports and forms, the organization and development of long and short range programs and activities, and the administration of school and district policies.

The principal is responsible for establishing school policies and procedures in line with district policies, dealing effectively with student discipline, providing services and pupil orientation and arranging procedures for the assessment and reporting of pupil performance. The principal is also responsible for fostering student morale and for promoting and supporting a total school program.

In the area of curriculum the principal is responsible for ensuring that prescribed programs are followed, formulating school curriculum objectives, promoting and encouraging appropriate curriculum change, providing resources and materials for instructors, and providing for in-service education for instructional personnel.

In the area of community relations the principal is responsible for communicating information regarding such things as school policies and activities, assisting Home and School and other parent groups, dealing with complaints from parents and making use of resource persons in the community. It is also indicated that the principal has a responsibility for facilitating and promoting community use of the school.

11. Vice-Principals

There is no specific board-approved job description for vice-principals. The responsibilities and duty assignments for vice-principals are mutually agreed upon by the principals and vice-principals in most schools. In some instances written job descriptions have been developed; in other schools there are no written job descriptions. The duties performed by vice-principals include those related to the collection and maintenance of records regarding pupil attendance, teacher supervision schedules and related matters. In some schools specific responsibilities such as student discipline and classroom supervision have been assigned to vice-principals. The survey team considers that it would be advisable for job roles of vice-principals to be available in all schools and forwarded to be recorded in a central office file.

In-Service Education

As provided for in the Provincial Teachers' Agreement, days are allocated for in-service education, organization, and pupil evaluation and classification. The total number of days to be allocated is determined by multiplying the number of teachers by eight. Up to two days per teacher may be allocated for organization purposes and up to three days may be allocated for pupil evaluation and classification and administrative purposes. Up to five of the remaining days may be allocated for in-service purposes. The aggregation of days is generally referred to as "banking". In the district one day is used for organization purposes, and three days are used for pupil evaluation and classification and administrative purposes.

It was reported that the in-service bank as managed by the Assistant Superintendent (Personnel) allows for two district or system in-service sessions and up to two days for local or school in-service sessions. The programs for the two system in-service session days are identified by the senior staff, with some input from other staff members. It has been usual for one of these designated days to be in September and the other one to be in the spring. For the past two school years the September in-service sessions have focussed on the board's drug education initiatives. The spring sessions have included such programs as teaching effectiveness and various components of the school curriculum.

Each June principals have an opportunity to reserve up to two days within the next school year for within school or local in-service sessions. The schedules requesting approval of specific dates for the local in-service sessions are submitted by principals to the Assistant Superintendent (Personnel) who subsequently informs principals regarding the approval or non-approval of the dates requested. It was reported that following the approval of specific dates, the approval requests for the programs to be conducted on the scheduled dates are forwarded to the Supervisor of Curriculum with the reply being returned either by the Supervisor or the Assistant Superintendent (Personnel). Following the presentation of each local in-service session, principals are required to forward evaluation forms to central office. Principals generally indicated support for the in-service programs held in the past, but some suggested that there should be more opportunities for their involvement in priority setting and follow-up.

Principals did not always understand their important role in planning for and providing long-term, school-based in-service programs. For example, principals had different perceptions as to whether individuals or small groups of teachers within their schools could request in-service days to focus on specific areas of need or interest. The survey team supports the formulation of a long-term, school-based in-service plan which reflects the expressed actual needs of individual teachers and groups of teachers.

The survey team further supports the development of a long-range, district in-service plan for teachers which provides for emphasis on specific topics and the allocation of appropriate time which will enable teachers to enhance their delivery of programs that are in accordance with guidelines proposed, approved, and developed at the provincial and district levels. For this plan to be most effective it is proposed that one person be designated to be responsible for the co-ordination of teacher in-services throughout the district. It was evident that there are many people who have played a variety of roles in the provision of in-service programs. It is appropriate for the board to assign the overall responsibility for the co-ordination of in-service to one individual.

Recommendations

It is recommended that:

3-1 The practice of some teachers selecting their own substitute teachers be examined.

3-2 A series of in-service programs for all administrators be held to ensure that those responsible for supervision have the required skills.

3-3 The board review its policy and practices regarding teacher evaluation to ensure that those responsible schedule time appropriate to perform this important task in accordance with board policy.

3-4 The board implement more consistent reporting procedures relative to teacher evaluation and supervision.

3-5 The board develop a policy governing the evaluation of vice-principals.

3-6 The responsibility for the aspects of in-service performed by the two assistant superintendents be assigned to only one assistant superintendent who would be designated to co-ordinate in-service within the district.

3-7 A job description and evaluation procedure for department heads be developed.

3-8 The job description for secretaries be revised to reflect changes in their current roles and in office technology.

3-9 Opportunities be provided for the Supervisor, Secretarial Services to visit the secretaries in their various schools on a more frequent basis or that this duty be removed from the job description.

CHAPTER 4

THE STUDENTS

Enrolments

The actual district enrolments and those for individual schools from 1984 to 1988 are found in Appendix B. Each sheet also includes projected enrolments from 1989 to 1993 as compiled by the Department of Education.

The Department of Education projects enrolments for each school board in Nova Scotia for funding and planning purposes. Over the last few years, the projection methods have been refined so that they are highly reliable indicators of future enrolments.

The Department projects each school separately using similar methods. It must be remembered, however, that a projection is always more reliable on a large base than on a small one. Thus the school projections are more likely to be subject to variations than those for the entire district. Factors which could contribute to the difficuluty in making extremely accurate school projections are consolidation of schools, moving certain grades out to make better use of facilities, housing starts, or changes in employment opportunities within the community. A small school can change enrolment significantly through the introduction of one or two new families within the community, whereas this may be offset at the board level by a family moving away from some other community.

A study of the actual and projected enrolments in Lunenburg District reveals that between 1988 and 1993 there will be a 4.5 percent decrease. The greatest decrease will be at the senior high level where the enrolment is projected to decrease by 9.4 percent. The decrease at the junior high level is projected to be 4.9 percent. Schools which are projected to have the greatest decrease are as follows:

School	Enrolment 1988-89	 1993-94	% Decrease
Mill Cove District	185	125	-32.4
Blockhouse Elementary Cons.	241	173	-28.2
Lunenburg Jr/Sr. High	221	167	-24.4
New Ross Consolidated	295	254	-13.9
Mahone Bay	361	320	-11.4

Schools which are projected to experience the greatest increase in enrolments are as follows:

School	Enrolment 1988-89	 1993-94	% Increase
Riverport Elem. Cons.	142	161	+13.4
Lunenburg Elementary	160	177	+10.6
Newcombville Elem. Cons.	319	351	+10.4

An analysis of the percentage of students leaving the district secondary schools for the school years 1984-85 to 1988-89 is shown below.

Lunenburg District Withdrawal Rate
Secondary Level

Grade	1984-85	1985-86	1986-87	1987-88
10	11%	8%	10%	11%
11	8%	7%	10%	12%
12	5%	6%	8%	6%

It is clear that the greatest withdrawal rate occurs in grades 10 and 11.

The following information is provided regarding special education students:

Lunenburg District Enrolments and Withdrawal Information
Special Education

School Year	1984-85	1985-86	1986-87	1987-88
Enrolment	258	217	137	117
Withdrawals	17	4	17	9
%	7%	2%	13%	8%

It is obvious that the number of students identified as special education has greatly decreased since 1984-85 and that the withdrawal rate has fluctuated from year to year.

Orientation

Orientation procedures are in place for students entering school in grade primary and for students transferring to other schools at various grade levels. Table 4 shows the grade enrolment attendance patterns for the schools in the district.

For entering primary students, the general pattern is that, at a time determined by school staff each spring, community health nurses, speech and language therapists, resource teachers and the regular primary classroom teachers are involved in a variety of activities with the new entrants to the school system and with their parents or guardians. Normally the orientation program for the pupils includes a familiarization tour of the classroom and the school by the teachers and the pupils as well as the provision of information to the parents regarding school expectations and an opportunity for them to provide information to the staff regarding the new entrants.

At the upper elementary schools, orientation procedures have been established to facilitate transfers which occur from one elementary school to another or from an elementary school to a junior or junior-senior high school. The procedures usually include an exchange of information between the schools forwarding classes of students and guidance and administrative personnel in the receiving schools, as well as the provision of information to the students and their parents by appropriate members of the staff of the receiving schools. These activities usually occur each spring.

The orientation of students to a school is considered important. Visits of students from one school level to another are common; attention is given to helping students adjust between grade 6 and 7, between grade 9 and 10, and between the grade 12 and post-secondary environments. Much of the orientation centres on academic matters especially in transfers from grade 9 to grade 10 and from grade 12 to post-secondary programs. Most guidance counsellors recognize that academic matters are only one part of students' concerns. Many reported having taken steps to provide students with social and emotional information and counselling regarding the change in school levels and the changes they will undergo. The survey team supports these efforts.

The orientation processes have been considered satisfactory; however, the principal of one school which forwards grade 9 pupils to a senior high school expressed the opinion that, because of the pupils' familiarity with the receiving school and its facilities, it is not considered necessary for the pupils to go to the school for the orientation procedures. If the decision is made not to have the grade 9 pupils go to the receiving school for a familiarization tour, the survey team considers it important that a program be established to ensure that there is an exchange of information between appropriate staff members of both schools and that the students who will be transferring for grade 10 programs are provided with appropriate information in sufficient time for wise course selections, and for the receiving school to establish its timetables for the ensuing school year.

Throughout the district most students attend a designated school or schools; however, there is a process whereby parents may request a transfer to a different school. The policy regarding student transfer contains criteria related to programs, medical or special education, discipline, social or personal adjustment, and day residency considerations. The transfer procedures are managed by Central Office.

Principals of the schools involved are consulted regarding the transfer request, particularly as to the receiving school being in a position to accommodate the student.

Approximately 60 students who reside in Annapolis County transfer from their school in Springfield, Annapolis County at the end of grade 6 to attend New Germany Rural High School. Two students from Queens County attend school in Lunenburg District, and two students from Lunenburg District attend school in Halifax County. There are no exchange of funds among the boards relative to any of these students.

Board allowances are paid for the students from Big Tancook Elementary School who have completed grade 6 and are attending other schools within the district. These boarding allowances are utilized mainly during the winter months when the ferry service from Tancook Island to the mainland may be less consistent than at other times during the school year.

Student Attendance

The Assistant Superintendent (Program) is the school board's chief attendance officer and acts in conjunction with the principals who are designated as attendance officers for their schools. The board adopted school attendance guidelines on December 3, 1982. The guidelines assert that the responsibility for ensuring regular attendance is that of the student and parents. They also include procedures to be followed by the board in carrying out its responsibilities under the Education Act for students under the age of 16 years and for those 16 years and older. Administrators reported that the attendance guidelines remain appropriate and effective.

Most schools use the traditional class register and homeroom procedure for recording attendance and following up non-attendance. Several schools have altered the traditional procedure by using a computerized system. Concerns regarding the amount of staff time required by these systems were expressed to the survey team. Prior to the further implementation of computerized attendance procedures, it might be worthwhile for the board to obtain information regarding computerized attendance systems used in a variety of small to large schools within the province.

Suspension of Students

On September 20, 1982 Lunenburg County Interim District School Board adopted guidelines for the suspension of students. The guidelines are consistent with the Education Act and provide for a discipline committee to be in place. The guidelines authorize a principal or others in charge of a school to suspend, for up to five days, students who are persistently disobedient or "who conduct themselves in a manner so as to be likely to affect injuriously the proper conduct of the school or the character of other pupils." On December 3, 1982 the board adopted specific procedures to deal with pupil use, possession, sale, or distribution of alcoholic beverages, narcotics, or drugs.

Most suspensions occur at the secondary school level. Discussions with school staff and with board members indicated that the suspension guidelines and practices are satisfactory.

Evaluation and Reporting Student Progress

The district has no policy dealing with student evaluation and reporting progress. The survey team favors the practice of having district-wide report forms for specific grades or grade levels. It would be appropriate for the report forms to have space available on them for schools to report on specific programs or other initiatives not found in all schools.

Schools generally follow the practice of providing three term reports and two mid-term reports; however, several schools provide two rather than three term reports. It is the usual practice to have at least two parent-teacher conferences each school year. In a number of schools the interviews with parents are arranged by appointments on the parent-teacher conference dates. The appointments are made with the parents by the school staff. Evaluation and reporting progress is covered more extensively in Chapter 6, Curriculum.

Standardized Testing of Students

In a recent report authorized by the Lunenburg District School Board, Standardized Assessment: A Study on the Use of Group Achievement Tests in Lunenburg County Schools, the following is written:

> "the primary aim of any testing program is to facilitate instruction...there is no purpose in administering the kind of standardized achievement test battery, or any other kind of assessment for that matter, if the results are not used in a productive way which will improve the total teaching/learning process...testing is one of the basic tools of the educational profession...there is a demand for accountability which reflects the growing concern of the public regarding the quality of education..."

The survey team endorses these views. The school board participates in an extensive testing program which includes the administration of the Canadian Test of Basic Skills at grades 3, 4, 5 and 6 and the Nova Scotia School Achievement Tests which are written by most grade 9 and grade 12 students in October of each year. Information on the tests at grades 3, 4, 5 and 6 are compiled for use by the central office professional staff and the individual schools. Until recently, they were discussed with the board's Program Committee.

The Nova Scotia Achievement Tests, which measure achievement in social studies, science, mathematics (two subsets), and English language arts (three subsets), can be a useful part in the evaluation process for students, schools, and district. The tests are designed specifically for Nova Scotia students and are intended to measure the skills and knowledge students have acquired.

Individual student results for the grade 9 and grade 12 tests are expressed in both standard scores and percentile ranking. The latter indicates where the student placed among all Nova Scotia students that year; for example, a 40 percentile ranking would indicate that the students had a score equal to or better than 40% of the students who wrote. The school receives the average score of its student population in each of its subtests. Other information such as an item analysis is available to schools and may be used to monitor programs. The school's average scores can be compared from year to year. In addition the school is able to see where it stands in relation to the province. A district summary is also provided.

The survey team found, as reported in the board's study, that many of the school administrators make very little use of this extensive testing program. Some teachers and administrators reported that they have little confidence in or understanding of the data. This is reflected in the limited preparation of some students to write standardized tests and the variability of effort to prepare teachers to administer the tests or to use the results for educational purposes.

Scores and changes in test scores from year to year need to be considered carefully by the professional staff. A small change in the average score does not necessarily mean a change in performance. For example, an improvement in retention rate may lead to a drop in the average score because students who in earlier years would have left school are now remaining. Similarly, a reduction in the number of students in school who write the tests can improve the school's average if it happens that the students who left are in the lower achievement range. Since the tests are connected from year to year, a comparison of yearly scores can be made, but a careful analysis should be done to determine reasons for changes in the scores.

An item analysis can identify the areas where special achievements have been made and where below-average results bear further investigation for programming. This and other analyses would help the school to focus on program areas to be strengthened across the disciplines.

Other factors must be considered in doing this kind of analysis, such as the number of students who write in a given year. Further consideration must be given to the number who wrote within each school. For instance, in New Ross School where 14 students wrote, individual scores of students will positively or adversely affect the scores, whereas in larger schools such as Parkview where 228 students wrote, individual scores will have less bearing on the total results. Such factors make valid school-to-school comparisons very difficult, if not impossible. The survey team does not recommend the use of school-to-school comparisons. The survey team is pleased to note that the participation rates in these tests for eligible students in October 1988 were 95% at the grade 9 level and 97% at the grade 12 level.

District and school administrators and the school board should reflect on provincial test results. For example, do below-average scores mean:

- Provincial courses of study are not being followed?
- Differences can be accounted for by a difference in retention rate or percentage of students who wrote?
- Tests are not administered appropriately?

Other questions need to be formulated because the results do not coincide with other evaluation results.

The board is advised that the Department of Education is currently working on the development and future implementation of additional achievement tests based on the Nova Scotia elementary curriculum. The board may wish to consider reducing the present use of elementary level standardized tests particularly in light of the development of the provincial tests.

This survey report does not intend to duplicate the impressive research report on assessment already provided to the board, but would support the following in that report:

- The Lunenburg County District School Board Handbook on Standardized Assessment should be updated to include the district's purpose and the expected use of standardized test results.
- There should be a reduction of the number of elementary grades assessed with standardized tests.
- More in-service for teachers and administrators is necessary to make better use of this evaluation tool.

Recommendations

It is recommended that:

4-1 The board develop a policy regarding pupil evaluation procedures and reporting to parents/guardians in order to provide more consistent practices throughout the district.

4-2 An analysis of the results of provincial tests of achievement be undertaken annually and reviewed by the school board and discussed with district curriculum personnel.

4-3 The board be informed on a regular basis of staff efforts to improve any conditions which they have determined affect school and district student test results.

CHAPTER 5

THE SCHOOLS

There are twenty-five schools under the jurisdiction of the board. One school enrols students in grades primary to 4, one enrols students in primary to 5, twelve enrol students in primary to 6, two schools enrol students in primary to 7, one enrols students in primary to 12, one school enrols students in grades 6 to 12, three enrol students in grades 7 to 12, and one enrols students in grades 10 to 12. One school enrols students in grades 7 to 9. Enrolments in the schools vary from 20 to 954 students. The following table outlines the schools by grades and the schools to which students ordinarily transfer.

Table 4

Schools	Grades	Transfer to Schools	Grades
Chester Basin Elem.	P-4	Gold River Western Shore	P-6
Lunenburg	P-5	Lunenburg Jr/Sr. High	6-12
Blandford Elementary	P-6	Chester Municipal High	7-12
*Gold River-Western Shore	P-6	Chester Municipal High	7-12
Tancook Island	P-6	Chester Municipal High	7-12
Millcove District	P-7	Chester Municipal High	7-12
Chester District	P-7	Chester Municipal High	7-12
Bridgewater Elementary	P-6	Bridgewater Jr/Sr. High	7-12
New Germany Elementary	P-6	**New Germany Rural High	7-12
West Northfield Elem.	P-6	New Germany Rural High	7-12
Blockhouse Elementary	P-6	Mahone Bay Consolidated	P-9
Petite Riviere Elem.	P-6	Hebbville Cons. Jr. High	7-9
Hebbville Elementary	P-6	Hebbville Cons. Jr. High	7-9
Newcombville Elem.	P-6	Hebbville Cons. Jr. High	7-9
Pentz Elementary	P-6	Hebbville Cons. Jr. High	7-9
Riverport Elementary	P-6	Centre Consolidated	P-9
Mahone Bay Consolidated	P-9	Park View Education Centre	10-12
Hebbville Cons. Jr. High	7-9	Park View Education Centre	10-12
Centre Consolidated	P-9	Park View Education Centre	10-12
New Ross Consolidated	P-12		

*Students have an option to attend Chester Municipal High School or New Ross Consolidated at the completion of grade 6.

**New Germany Rural High also accepts students from Springfield Consolidated School, Annapolis County.

In general, schools serve the students in specific grades who live in the surrounding areas. However, some students, with permission of the board, may attend a different school in order to obtain programs not available in the schools they would normally attend. Reasons for transfers include the availability of adjusted, work experience, special education and honors programs or the International Baccalaureate.

As indicated in Table 4, at the completion of grade 4, 5, 6, 7 or 9, students transfer to specific schools to continue their programs.

A number of elementary schools have classes which contain students in more than one grade. In these schools it is particularly important that the board ensure that sufficient and appropriate materials and support staff are available to provide the students with the best education possible.

In the 1985-86 school year the board began a long range planning process. In the fall of 1986, following considerable public input and after studying numerous briefs received from the public, the board published a white paper dealing with its plans and objectives. After having held public meetings and reviewing school reorganization options received from senior staff the board released its document entitled New Directions in September 1987.

Included in the document was a position statement regarding new school facilities and renovations. There was the provision for considerable school reorganization which included the closing of the Simms Settlement school building and Chester Basin Elementary School. There was also provision for the transfer of some students in some grades to other schools.

The survey team commends the board and staff for their commitment to providing improved facilities and the extent to which provision was made for public participation.

CHAPTER 6

CURRICULUM

Elementary Overview

There are 19 elementary schools under the jurisdiction of the board, with a population of more than 4,300 students. Pupils receive instruction in language arts, mathematics, science, social studies, health, art, physical education and music. The schools offer French instruction in grades 4 to 6 and provide informal activities in French in grades primary to 3.

The board sets the goals and expectations for elementary school programs throughout the district; however, the delivery of these programs is decentralized. The aim of the district in using this approach is to recognize the uniqueness of the students, teachers and communities throughout the district.

In 1988-89, a teacher from staff was seconded to serve as an elementary curriculum consultant for a three-year period. The duties assigned to this position included the provision of assistance to teachers and principals in the areas of program implementation and methodologies of instruction. Both principals and teachers frequently commented on the valuable contribution the Elementary Curriculum Consultant was making and how they planned to involve the Consultant in the future in specific curriculum planning at the school level.

Curriculum support groups have been formed for a variety of purposes. These groups of interested teachers, in communication with the curriculum team staff and with the Elementary Curriculum Consultant, deal with specific curriculum areas, make recommendations and work toward improving curriculum throughout the district. For example, this school year grade 3 teachers have formed a support group to discuss issues of particular interest at that level.

A number of curriculum projects have been initiated by individual teachers in the district. Some of these projects have been funded by awards from the Program Development Assistance Fund (PDAF) available for innovative curriculum ideas. Some teachers working on curriculum projects have been granted variable leaves, which is release time away from their regular responsibility.

Credit for the many curriculum activities in the district should be given to individual teachers for their initiative and to principals for their leadership. Some teachers are taking university courses, participating in support groups, and working on curriculum through variable leaves, and they are eager to share their learning with their colleagues. These teachers can provide leadership for others within the district by leading workshops, participating in classroom visits and, in general, communicating with other teachers through a range of formal and informal means. Additionally, the district could benefit from greater involvement in efforts to increase parents' awareness and understanding of curriculum changes.

There is a need for professional opportunities for principals to be curriculum leaders. Principals report that the regular principal meetings do not focus on curriculum. They indicate that some of them have developed an informal network but would value planned opportunities to focus on their role in curriculum.

Although there are some outstanding curriculum developments within the district, there is inconsistency in the curriculum in the schools. One reason for this diversity is the lack of a long term plan for the implementation of elementary curriculum. Individual schools determine their priorities and these differ from school to school. It would be appropriate for the district to consider developing long term professional development programs which could involve the use of the district's many excellent teacher resources and support activities.

A long term implementation plan has been developed for the elementary core French program, a district curriculum priority. The plan outlines the roles of the Supervisor of Second Languages, French support teachers, and classroom teachers. Although some teachers interviewed during the survey were apprehensive about their specific roles in the delivery of the program, most teachers were supportive of the concept and spoke highly of the calibre of the in-service sessions in which they participated.

The approach being implemented is appropriate for an area where there is scarcity of French teachers and is consistent with a recent document entitled Elementary French As A Second Language, A Descriptive Study (Surrey, Queen's Printer for British Columbia, Victoria, 1988) which indicates that there is evidence to support the claim that attitudes toward French by teachers and administrators can affect both attitude and achievement of students. Results of studies suggest that positive attitudes on the part of teachers and principals toward the teaching of French were related to higher achievement of students.

The survey team was pleased to see that many of the classrooms promoted child-centred learning using a variety of learning activities. Children's writing was prominently displayed in classrooms and hallways in most schools; however the survey team would have been pleased to have seen more student art work rather than the amount of commercially produced material on display in many of the schools.

There is no district policy on student evaluation, and schools have developed their own student evaluation procedures including report cards and marking systems. This approach to evaluation makes it difficult to monitor progress and evaluation across the district and can cause difficulties when students transfer from one school to another within the district. Evaluation techniques include observation, unit tests, student participation, daily work and projects. There is active communication between teachers and parents. Many teachers routinely advise parents, use homework assignment books, and make contact as required. Information for parents on curriculum changes is being conveyed in a variety of formats such as school newsletters, classroom newsletters, parent information meetings at the beginning of the school year, and parent-teacher visitations.

Flexible grouping is intended to serve the needs of children. Groups may be as small as two or three children, or may include the whole class and are formed for short periods of time for skill teaching, interest activities or for social reasons. Groups are usually formed for short durations terminating when the specific purpose for which the group was set up has been accomplished. It is recommended that all children should be members of more than one group. These grouping procedures limit the labelling of children, permit the students to be exposed to good models and allow educational growth at a pace which is commensurate with the student's potential. Across the district, teachers were trying to develop a number of grouping strategies to promote learning. A variety of seating arrangements was observed, and in the majority of classrooms visited, several different grouping techniques are in use.

A variety of learning materials is available in most elementary schools. Generally teachers are knowledgeable about the authorized list of learning materials but are not familiar with the use of 10% of credit allocation for unlisted materials. Teachers are pleased that the local Teachers' Centre now houses many learning materials for review.

The survey team was pleased with the use of field trips at the elementary level in the district. Many teachers are making excellent use of local field trips including visits to the local library, art gallery, fire department, cemetery, and town hall. Longer field trips are well planned and include follow-up activities as an integral part of the trip. It is important that the purpose of field trips be communicated to parents, students and community.

The schools in the district make good use of volunteers, whose activities include serving as classroom guest speakers, library assistants, field trip helpers and leaders in extra-curricular activities. Both principals and teachers speak highly of the important assistance they receive from the community in this way.

Although the elementary program in Lunenburg District generally reflects the program as described in Public School Programs, fine arts education is relatively weak in comparison with the other areas of the curriculum.

The survey team was impressed with the enthusiasm, warmth and confidence displayed by the teachers in the district. This impression was supported by the pleasant atmosphere of the classrooms and the delightful and well-mannered children.

Secondary Overview

Regular Programs

The Department of Education's document, Public School Programs, lists a wide variety of programs, indicating that the programs at the secondary level should provide viable options for students in accordance with their needs and aspirations. Lunenburg District attempts to comply with this policy by providing regular and adjusted programs at the junior high level and a combination of honors courses, university preparatory courses, open category courses and high school leaving courses for pupils in grades 10, 11, and 12 at various high schools. Schools aim to provide students with the knowledge and experience necessary to develop their abilities to the utmost to enable them to make wise choices for life.

The survey team became aware of many strengths in both the junior and senior high school programs, including a respect and concern for individual students, individual initiative among teachers as indicated by their success in being awarded program development assistance grants (PDAF), their interest and participation in variable leaves, and their development of pilot courses. Pilot courses currently being taught are listed in Appendix E. The Teachers' Centre assists teachers in pursuing their individual initiatives and is one of the strengths of the district.

Most schools provide an important community focus for educational programs and for social and cultural activities. Many schools utilize community support systems such as family services, and drug dependency programs for students with special needs. The business communities provide work experience opportunities when requested.

The survey team, while aware of the many strengths in the district, had concerns regarding some areas of the curriculum. There is considerable inconsistency among the schools in the areas of curriculum content, in evaluation practices and procedures, and in the manner in which curriculum matters and evaluations are reported to parents. The need for district curriculum co-ordination was evident. Grade level and subject meetings to share concerns and develop strategies would be useful in achieving more consistency in the curriculum within the district.

In most schools there is little evidence of program evaluation. Student evaluation is often inadequate. Evaluation must be more than summative. The relationships among diagnostic, formative and summative evaluations need to be understood and reflected in school and district evaluation policies and practices. Because such policies do not exist there is no consistency among the individual schools and little consistency within a school.

A variety of evaluation instruments is necessary to place students according to their needs and achievement levels. These practices should include consideration of a variety of assessments, standardized testing, Nova Scotia Achievement Tests, teacher observations and school-developed tests and examinations, assignments and projects. Peer and self evaluation should also be included in the assessment of student ability and achievement.

Within the district there are numerous staff members who have assigned responsibilities for the implementation and evaluation of curriculum programs. Included are the Assistant Superintendent (Program), the Supervisor of Curriculum, the Elementary Consultant, the Supervisor of Special Services, the Co-ordinator of the Teacher Centre, the Supervisor of Second Languages, the Co-ordinator of Drug Education, principals, vice-principals, and department heads. The survey team believes that senior personnel involved in the implementation and evaluation of curriculum programs should address the in-service training and curriculum co-ordination needs within the district. Many secondary teachers expressed a desire to have a larger role in planning in-service programs.

The survey team suggests that a co-ordinated in-service plan for the secondary schools, based on priorities developed by the curriculum supervisor, teacher committees and principals, be established and implemented. Since the purpose of in-service is to produce desirable changes in the classrooms and to improve student learning, a statement of the purpose and intended results of in-service sessions should be made. The effects of the in-service program should be monitored by school and central office administrative personnel.

Within the system there are examples of excellent courses with teachers who have high expectations of their students. Efforts to have such standards apply throughout the district require good communication and some teachers report there is a need for improvements in this area. It is particularly important to have good communications between junior high school teachers and those at the grades 6 and 10 levels regarding student and program needs. Such communication can be a valuable means of facilitating both student transition and program co-ordination.

Survey team members observed, and also heard from members of school staffs that the involvement of principals in curriculum matters varied from school to school. In some schools the primary responsibility for curriculum rests with department heads or vice-principals. In several schools the responsibility is left to the classroom teacher. The expectations of principals about the role of department heads varies across the district. It would be appropriate to review the role of the department head to ensure the best use is made of this important position.

In 1988 a district study resulted in the development of a report entitled The Present Status of the Junior High Program in Lunenburg County District School System and Recommendations for Change. The survey team commends the board for its efforts in beginning to address the challenges of the junior high school years and encourages it to continue its investigation of the needs of junior high school students.

At the senior high school level it is difficult to support extensive program offerings in small schools. Lunenburg High School has attempted to solve this problem by offering a semestered program, but sufficient time has not elapsed for a valid judgment to be made on the results. The survey team recommends that the board carefully monitor the program and its results prior to making a decision to continue, modify, expand or terminate the project. In making the decision, consideration should be given to the availability of senior high school courses and programs in other schools within the district.

The enthusiasm and professionalism of teachers at the secondary level within the district is commendable, as is their caring attitudes for the well-being of their students.

SUBJECT AREAS

Art, P-6

The general aims of the provincial elementary art program encompass the three aspects of learning: the intellectual, the emotional, the physical/sensory.

The provincial elementary art program is one of discovery, exploration and experimentation. Children should have the opportunity to become visually sensitive and aware of their surroundings, be encouraged to respond to their own and others' art experiences, and to develop an awareness of texture, form and shape in their environment. The specific art activities should include a selection of increasingly complex experiences in various aspects of the visual arts including puppetry, drawing, painting, printmaking, sculpture, fibre, art weaving, stitchery, applique, macrame, and batik. Art appreciation, design and group activities such as creating murals also form part of the elementary art program. Experiences should be selected according to the needs and interests of the students and the possibilities arising from the environment.

Public School Programs suggests a time allocation of approximately five percent for the teaching of art in the elementary grades. This time allocation is provided where art is taught within the district.

Two teachers present a formal program in Bridgewater Elementary School. Their program, based on the provincial guide, Art, Primary to Six, is offered to all children, from grades primary to six, usually in double periods. The art room is well equipped, with excellent storage facilities, and is used after school hours for other art activities such as oragami and drawing presented by local resource people. Both teachers co-operate fully with other members of the teaching staff, and there is evidence of a considerable amount of integration with other subject areas.

Most other elementary schools in the district offer an informal art program. A variety of art activities take place in most classrooms and students' artwork was on display in classrooms and hallways during the survey. However, since art is a compulsory subject for all elementary grades, the board should address the lack of a formal art program in the district.

Recommendations

It is recommended that:

6-1 The elementary program be reviewed to ensure that all schools are offering an art program that reflects the provincial curriculum guidelines.

Art, 7-12

The junior high art program, while building upon the elementary experiences, concentrates on developing the student's perception through the senses. The goals include the development of students' ability to analyse and make aesthetic decisions about their surroundings, and to become aware of their cultural heritage. Art activities at this level include drawing with various media, painting, making prints, sculpturing, and working with ceramics and textiles.

The goal of the senior high school art program is to develop students who are creative, self-confident and expressive, and sensitive to their physical and social environment. Art activities should lead to the ability to solve artistic problems, developing visual awareness of the environment, and an awareness of a variety of aesthetic tastes. Activities should also lead to an understanding of product design, the development of an enjoyment of art, and an understanding of the various facets of art. High school art components include detailed work in drawing and design, painting and the study of different painting styles, printmaking and graphics, sculpture and pottery/ceramics. The study of art history is also included.

The secondary art program is offered in four schools within the district.

In Chester Municipal High School, where there is a half-time art teacher, art classes are offered in a portable classroom to 35 students from grades 10 to 12 and to most special education students from the junior high level.

The art courses are designed to develop the students' perceptual awareness of their own world, to offer a study of art history and to develop the various art skills. Art students are expected to have completed one portfolio in the fall and another in the spring and to complete five carefully specified exercises each term as part of these portfolios. Student work is displayed publicly twice a year and is also displayed at the central office for a period of time each year.

In Park View Education Centre over 100 students in grades 10, 11 and 12 participate in the high school art program, taught by one full-time art teacher. The grade 11 course begins with a brief section on visual awareness, problem solving, creative thinking and clear observation. The grade 12 classes are given an out-of-school project which involve a visit to a local artist to tape an interview. Students at all three levels work with clay. Many students have the opportunity to visit the Nova Scotia Designer Craftsmen display which takes place in late November in Halifax.

Each term a major project is required together with extra work to be completed either at school or at home. Grade 10 and grade 11 art students must keep a scrapbook of their work. In addition to the scrapbook, grade 11 students keep art notebooks. All three levels are expected to get involved in school and community life to contribute, where they can, using their talents. Evaluation for these art students is through examinations, plus a mark each term on progress, attitude, projects and class work.

The art room has little space for storage and display, and staff reported that the budget of $750.00 per year for supplies is inadequate. The budget is supplemented by the student council and fund raising activities.

In New Germany Rural High School art classes are offered to students from grades 9, 10, 11 and 12 by one teacher who also teaches social studies and English. This assignment allows for good integration across the curriculum. The program progresses from an introduction in grade 9 covering the basics in drawing, painting, printmaking and design as well as history, to major projects by grade 12 students, such as the completion of a painting, a piece of sculpture or a project in art history. Homework is often necessary and in general the demands become greater as the grade level increases.

Staff in this school report the budgeted amounts were insufficient to supply all the required materials for the program.

In New Germany, evaluation criteria are set during the first week of school and marks are awarded according to demonstrated improvement. Final evaluation is based on a number of marks given throughout the year such as the mark given for drawings, one of which is expected every day six of the school schedule.

In Hebbville Junior High School, grade 7 students are offered art in five classes. Students learn to create, to observe and to present their interpretations through drawing with pencil, charcoal, ink and paint. Students are evaluated on their completed art work, various displays, participation, improvements made and projects completed throughout the year. Each student is also expected to compile an art portfolio containing one piece of each type of work studied during the year.

Recommendations

It is recommended that:

6-2 The board review the amount of funding allocated for supplies in the art program.

Business Education, 10-12

Business education, according to the provincial program, has a dual focus: 1) to offer individual courses that are designed to contribute to the basic education of all students regardless of career plans; and 2) to offer a diploma program which is preparatory for job entry and which can be completed through a sequence of three years or an intensified one-year program. In the district, all business education courses are offered as individual courses for the student and the diploma program is not currently being provided. The business education courses being taught are Consumer Education 321, Accounting 331 and 341, Law 341, Typing 221/321, 231 and 241.

There are no business education departments in any of the Lunenburg secondary schools. Law and consumer education form part of the social studies departments. Although this in itself is not a difficulty, it presents a problem when information for teachers of these courses does not reach the appropriate staff members. For example, consumer education teachers who are members of social studies departments did not have the opportunity of participating in a workshop sponsored by the Business Education Teachers Association and given by the author of a new consumer education textbook, Business Today; nor were they aware that a new text has been approved for this course. In the law course the same problem was found regarding knowledge of resource availability.

All teachers agreed that the business courses are valid offerings, current in their relationship to the real world and representing a connection between the academic and the outside environment. Program planning is recognized by the entire staff as important. Although principals endeavor to oversee curriculum development, there is little regular opportunity for discussion among teachers about the business education curriculum and methodology. The department head has no release time to act as a leader in this regard. Although there is some attempt to integrate across the curriculum, it is at a superficial level.

At Park View Education Centre there is a typing class which is a beehive of activity and students are being provided varied and meaningful typing and computer experiences.

Both Chester Municipal High and Bridgewater High Schools are examining the possibility of extending their business offerings and considering a diploma program. The administration and staff are doing active reseach and are to be commended for their desire to provide as many opportunities as possible to meet the varying needs of the students within their schools. The facilities for business education courses in Chester, Bridgewater and Lunenburg are limited.

Learning resources present some difficulty and vary from inadequate to excellent. Knowledge of how to obtain materials and how to make the best use of these materials to enhance learning is limited. Although curriculum guides are available, they are not always followed and, therefore, some programs do not reflect provincial aims, objectives and standards. Teachers indicate that the cost of National Film Board (NFB) rental fees is prohibitive when selecting resources for the classroom use. Most titles at NFB are available free of charge to schools through Education Media Services. Library resources for business education are sparse and for the most part dated. In order to incorporate computers into the accounting program some reorganization of time and room availability will have to be considered.

For the most part the classroom environments are teacher-centred. From discussions with teachers it is evident that there is a desire and need for workshops on grouping techniques and co-operative learning strategies for the secondary student.

Field trips are being used but there is a need to discuss the philosophy and how to use field trips appropriately as an enhancement to the program. The planned consumer education field trip at Chester Municipal High is an example of a meaningful extension of the curriculum.

Business education evaluation generally is content based. Provision for teacher meetings for the purpose of developing sound evaluation practices is limited and evaluation practices vary throughout the district. Higher level thinking skills do not appear to be given priority in the evaluation process and diagnostic and formative evaluation receive little emphasis.

In-service for business education teachers takes place on a system or school basis, but rarely on a subject basis. There is no follow-up or evaluation of implementation prompted by in-service work and this is an impairment to a successful in-service process.

Communication about business education with administrators and staff within the schools is generally good; however, communication about program and methodology does not take place on a consistent basis. Time spent on developing common objectives, goals and resources would benefit students electing to take business courses.

Recommendations

It is recommended that:

6-3 In-service for business education teachers include grouping techniques and evaluation procedures.

6-4 The board ensure that supervisory personnel who have responsibilities in the area of business education subjects devote sufficient attention to curriculum concerns.

Computer Unit, 7-9

The Department of Education teaching guide, Computer Education in the Junior High School states that junior high program students should become confident and knowledgeable users of a microcomputer and its components; continue to develop the ability to use a microcomputer for written communication; begin to use the microcomputer to store, retrieve, and manipulate information; and begin to develop an informed awareness of the issues surrounding the evolving technologies.

Public School Programs suggests as two approaches either the establishment of segregated computer units or the integrated use of the computer within a course of study. The intention is that by the end of grade 7, students will have been introduced to writing using a word processing program and an efficient keyboard style. This may be followed in grade 8 with the storage and manipulation of data using a file management program. These skills will then be available to students to prepare coursework throughout the rest of their school years. In addition, it is recommended that students have available approved software to support their learning in a variety of courses as appropriate.

In Lunenburg District, students receive computer experiences in grade 7 using a variety of equipment configurations. At Bridgewater Junior Senior High School, the computer unit is a part of the science course. Students write using a word processing program and complete written exercises from the text, Spotlight in Computer Literacy. In addition, one class per cycle is devoted to programming in BASIC. A variety of projects are also assigned. Students have access to a lab consisting of 22 Commodore PET and two C64 microcomputers and disk drives which are connected on a disk sharing system. Current software is not readily available for the older PET computers. Videotape resources supplement the units.

At Centre Consolidated Schools, students have access to one Apple IIgs microcomputer and printer, two Commodore PETs and printer, and three C64 computers on a disk sharing system. The latter disk sharing system is subject to frequent breakdowns. An additional eight C64 microcomputers and two Apple IIe microcomputers are distributed among the elementary classes which reportedly show interest. The Apple IIe microcomputers, which are older models with only 64k memory, cannot use much of the current software. Teachers report a desire to obtain more software titles. The existing Apple IIe microcomputers should be upgraded possibly with the Apple IIgs retrofit kit.

At Chester District School, grade 7 students learn file management using a program which was provided by the Department of Education. They study computer literacy concepts from the text, Spotlight in Computer Literacy. Students have access to three Commodore 64 microcomputers in the science class and an additional seven microcomputers are gathered from the school during the time the computer unit is offered. In the mathematics class, computer instruction is offered to some students while the others are given appropriate mathematics seatwork. Videotapes are used to supplement the units. There is a good attempt at providing differentiated activities for students matched to their prior experience with a computer. There are no formal tests, but assignments become part of the math mark.

In Chester Municipal High School, there is provision for the grade 7 computer unit to be offered later in the year. A year ago, the computers for the unit were stolen and were replaced later in the year with five C64 microcomputers and disk drive. The program would be enhanced if printers were available.

Although there is no specific computer unit at Hebbville Consolidated Junior High School for grade 7 students, there are opportunities for students with special needs to use a variety of commercially available computer software. Students who do not take French participate in a computer-assisted drafting class using authorized software. In addition, one teacher prepared reinforcement activities in mathematics and language arts using PET microcomputers. Students also have access to the microcomputers in the library.

Students at Lunenburg Junior-Senior High School have one class per cycle throughout the year. The course consists of programming in the LOGO language, keyboard practice and simple word processing and computer history worksheets. Students have access to the CRS classroom consisting of twelve C64 microcomputers which share three disk drives. There is also one Apple IIgs microcomputer. Evaluation consists of assignments and tests, a test of keyboarding efficiency within the typing tutorial program, and a worksheet associated with LOGO.

Students in Mahone Bay have two classes per cycle using ten C64 microcomputers which share access to two disk drives. The sharing system has created frustration for students and is responsible for student work being lost when the network freezes. Two additional C64 microcomputers are available with separate disk drives. One Apple IIe without a printer is also available in the lab. Although the number of computers is limited, the lab has been recently wired so that suitable electrical power is available. Teachers have requested more current hardware with one disk drive per computer and appropriate software. The school has a plan to acquire more curriculum-related software in the next budget year. The survey team was impressed with the level of planning of junior high computer use within the school which provides two classes per cycle from grade 6 to 9 inclusive. The school should continue its present practice of integrating computer activities within various subject areas.

Students at Mill Cove have access to five C64 microcomputers, each with a separate disk drive. The equipment is located in the social studies classroom and students work in pairs on the available computers while the rest of the class does seatwork in social studies. An additional Apple IIgs is available in the library. Students have access to a variety of software and survey team members observed a computer-supported program offered for accelerated readers after regular school hours. A separate mark based on assignments and word processing is listed on the report card.

New Germany has no formal computer unit, but students are encouraged to use the two Apple IIe and one Apple IIgs microcomputers in the library. A number of other single computers are located in specific classrooms for use such as lab work in science. Students use the library microcomputers to prepare written work during free periods and before and after school. The survey team was impressed with the efforts to integrate computer-based writing with research activities in this library.

Students at New Ross have access to four C64 microcomputers which share two disk drives. There is also one Apple IIe computer with a printer. The plan is to use available computer programs in language arts; however, writing with a word processor is not included. The social studies teacher offers 12 classes based on file management using an authorized program. This is enjoyable for students and the database has been expanded to include relevant local information.

At the grade 8 level, Bridgewater Junior-Senior High School offers 15 computer awareness classes in a three-week block as part of the science program. The program will change this year from writing using a word processing program to using file management software. The networking system of disk drives is very slow and, as a result, student work is not saved to disk. Students do not have the necessary opportunity to retrieve and continue to refine work from a previous class. Attempts should be made to resolve this problem. Written projects become part of the science mark.

Teachers at Chester Municipal High School report that a lack of space interferes with the offering of a satisfactory computer unit. The principal allocates funds to acquire curriculum-based software. High school teachers have begun to integrate computers within subject areas such as science and language arts and this should also be encouraged at the junior high level.

All grade 8 students at Hebbville participate in a computer unit throughout the entire school year. One half of the unit consists of hands-on activities at the computer, such as writing using a word processing program, file management and using a charting program to produce graphs on the computer as part of mathematics work. The remainder of the unit consists of a study of computer literacy issues such as those in the text, Spotlight in Computer Literacy, and locally developed hand-outs. The unit is supplemented by videotapes available from the Department of Education. The computer lab is part of the library and consists of eight Apple IIe microcomputers with one printer and five PET computers with one printer. Approved software is no longer available for the latter. Students are evaluated using mid-term and final tests and achievement is reported separately on the report card. Students bring work from other classes to the computer lab located in the library. This provides an excellent opportunity to use the library as a research resource in doing project work.

Students at Lunenburg Junior-Senior High School write using a word processing program. This year a section will be introduced on the history of computers. Writing assignments will be co-ordinated and marked by the language arts teachers.

Students at Mahone Bay have two classes per cycle using a keyboarding tutorial, a history of computers using mimeographed handouts and simple programming using LOGO. Toward the end of the year, writing using a word processing program will be introduced. Students will have access to one part of a program which encourages the development of problem solving skills. Although availability of computers is limited, the unit is scheduled opposite physical education so that only half of the class is in the lab at a time.

Mahone Bay is the only school to offer formal computer units to all students in grades 6 to 9. This school has made a well-organized attempt to provide an appropriate computer experience for students. Grade 6 students begin with a text-based unit on the history of computers and progress to a variety of authorized curriculum-based software. Grade 9 students have access to the more advanced part of the simulation program which was introduced in grade 8. In addition, students use electronic spreadsheet and file management software to develop applications which support the social studies curriculum. Limited opportunities are available for writing using a word processor. Additional curriculum-based software has been ordered. Teachers have expressed concern that the equipment in the lab is no longer current and that it is increasingly difficult to locate suitable software.

There is little evidence of co-ordination of computer-related curriculum matters in the district and teachers reported that there are inadequate funds for acquisition of software and equipment. Teachers of the junior high computer units would like to be given the opportunity to meet to share ideas and strategies. Several teachers were unaware of the audio-visual resources available from the Department of Education to support the curriculum and to help create a meaningful and varied learning experience for students. Class sets of software are not always available. Many of the present holdings have been acquired with locally-raised funds or in conjunction with adult education classes. Teachers expressed the concern that there is a need for more support for the computer units. Three different incompatible systems were being used in three junior high schools: a Macintosh-based system at Hebbville Consolidated, an MS-DOS based "Columbia" system at Centre Consolidated School, and a locally developed system running on a Commodore 128 at Mahone Bay.

The team commends those teachers who have taken the initiative to utilize the Teachers' Centre and have taken other courses which help in the effective use of computers. Considerable software, for which the Department of Education has obtained a provincial copyright license is available from Education Media Services.

The Teachers' Centre provides an excellent opportunity to share software which does not have to be permanently housed in an individual school. The board should consider obtaining district wide licensing arrangements to provide economical access to good software. This license would permit the board to duplicate software. Schools that have made computers available for staff use find that teachers who are comfortable using computers for their own professional purposes can be more comfortable and effective using them with students.

Recommendations

It is recommended that:

6-5 Provincially approved computer education units be made available to all junior high students.

6-6 The board develop a long range plan for the acquisition of appropriate software and equipment, including small quantities to encourage classroom teachers to use computers in various subject areas beyond the computer education units.

6-7 The board encourage teachers of the junior high computer units to visit classrooms of other teachers to share ideas and strategies.

6-8 The board investigate the possibility of district-wide licensing arrangements for duplicating software.

Computer Related Studies, 10-12

In 1988, the Department of Education distributed revised guides for High School Computer Related Studies (CRS 331 and CRS 441). CRS 331 is an open course offered in grade 11. This course is intended to include 50% hands-on activities at the computer using utility software such as word processing and file management. The balance of the course should deal with computer literacy issues such as computer use in society, legal and ethical issues, and careers which use computers. CRS 441 is a university preparatory course offered at the grade 12 level. This course is intended to include 50% hands-on activities at the computer and should focus on structured problem solving using a computer language. CRS 331 and CRS 441 are offered in three schools. It is not intended that students take both CRS 331 and CRS 441.

At Bridgewater Junior-Senior High School, two classes of CRS 331 are offered with approximately 20 students in each class. The program consists of programming in LOGO (file management), and writing using a word processing program and electronic spreadsheets. Computer literacy issues are integrated throughout the course. Students have access to eight Apple IIe microcomputers, and two Apple IIgs microcomputers with two printers. This equipment is located in the science lab. A number of older Commodore PET microcomputers are available in another classroom. Computers are available to students at noon and before and after school and at other times when teacher supervision is available. Students have access to an integrated computer package, Appleworks, Terrapin LOGO and a variety of mathematics-related software titles. The school has a set of relevant videotapes from Education Media Services. Student assessment consists of tests and projects which are each worth 30% and formal examinations valued at 40%. Part of the formal examination consists of a practical test at the computer.

CRS 441 is offered to 25 students. All but three students had previously taken CRS 331 because, until this year, students were encouraged to take CRS 331 as a pre-requisite. CRS 441 is scheduled at the same time as chemistry and the computer lab is also the chemistry lab. Access to computers is a problem. The intention is to teach programming in BASIC and to use applications software. The students can use the latter to prepare assignments for other courses. The formal evaluation has no practical component.

CRS 331 is offered to 13 students at Lunenburg Junior-Senior High School in the first semester. The program is BASIC and students have access to a variety of software for word processing, file management, electronic spreadsheets and telecommunications. Students also have access to some elementary problem solving software. Issues around computers in society are alternated with hands-on activity. CRS 331 is scheduled opposite history and, as a result, the class consists of non-university preparatory grade 11 students and university preparatory grade 10 students. Students have access to twelve C64 microcomputers which share access to three disk drives and one Apple IIgs. Computers are available to students during spare periods and, with permission, at other times. Students as a class may choose whether the formal examinations are all written or include a practical component using a computer. The final exam consists of a large number of multiple choice, true/false and short answer questions. Care should be taken to ensure that the questions provide opportunity for students to demonstrate higher levels of understanding. There should be fewer and a greater variety of questions. The practical component of evaluation should not be optional.

CRS 331 is not offered at New Ross this school year. Last year it was offered to grade 10 students and next year will be offered to grade 11 students. Available computers consist of four Commodore C64 microcomputers which share access to two disc drives, and one Apple IIe with a printer. A modem and telecommunications software are also available and it is notable that these are used by students to access the computer at the Acadia University library to locate reference material which is later picked up by a staff member. Computers are available to students during computer classes and during spare periods. A variety of current software is available, including a separate word processing package for a student who has difficulty writing.

Chester Municipal High School offers two sections of CRS 441 consisting of 18 students in each section. The course is open to students in grades 10, 11 and 12 who have or are taking a 400 level grade 11 mathematics course or have a strong computer background. The teacher is developing an individualized approach to CRS 441 using locally-developed and assembled learning materials. Completion of the ten compulsory units results in a mark of 72-80%. Completion of five optional units results in a higher mark. Students who do not achieve a designated pass mark repeat the unit. There is no overall examination. The class has access to a variety of print and audio-visual learning materials. The lab consists of six Apple IIe and five C64 microcomputers. A number of older PET microcomputers are available, but are considered to be obsolete for use at the high school level. The computer lab which is located in the math classroom is accessible to students at noon and during computer class. Other single Apple IIe microcomputers are available in the library, and in the English and biology classrooms.

New Germany has not offered CRS 441 for the last two years and it will not be offered this year because of timetable conflicts and the number of students registered. Students expressed concern that this course was not offered for ten interested students when honors math was offered for five students. A few computers are available in the library and the teacher's work room and one is integrated within the chemistry course as a lab instrument.

Park View offers CRS 441 to 30 students who have grade 11 academic math as a prerequisite. Programming is currently taught using BASIC but plans are being made to switch to PASCAL in the third term. Some software which is jointly used by school and adult education classes has been provided through adult education. There is a school policy encouraging adherence to the Copyright Act. Students have access to 12 MS-DOS microcomputers which share four printers. Students also have access to programming in BASIC on five older Commodore PET and one C64 microcomputer. Hands-on activities are provided to one-third of the class at a time, with the remainder of the class working on other appropriate activities in an adjacent classroom. The computer lab is available to students from 8:30 a.m. to 7:00 p.m. There is reportedly no funding available for additional resources such as magazines; however, the teacher has a number of recommended videotapes. There has been no practical component to formal examinations in computer related studies, although this is contemplated for this year. Extra points are assigned for using the word processor to prepare written assignments. The written examination contains a variety of question types. There is a tendency to include a large number of factual recall questions on exams. An effort should be made to include questions requiring more complex thinking. CRS 331 and CRS 441 should also include a hands-on component. Workshops for teachers on effective evaluation techniques would be very valuable.

Teachers report using a graphing package in mathematics, preparing written assignments using the computer for social studies and science, and preparing articles for the journalism class. Typing is offered in the lab. Special education students also use the lab for writing using a word processor.

CRS teachers from Park View and Chester attended a workshop for computer-related studies in Shelburne last spring. In addition, these teachers and two other teachers attended a provincial workshop in Halifax two years ago. A meeting was arranged two years ago to follow up the provincial workshop. Since that time no opportunity has been provided for CRS teachers to meet regularly as a group to share the overall results of these sessions.

It is notable that the principals at Bridgewater and Chester Municipal have begun to work on suggestions and input for the computer facility to be a part of proposed new school construction.

Teachers of computer-related studies stated that these courses should be more closely supervised and that content, approach and evaluation practices from school to school should be more consistent.

Recommendations

It is recommended that:

6-9 The board develop a long range plan to provide class sets of computers and software.

Driver Education

Eleven teachers are involved in teaching driver education to the students from New Germany Rural High, Park View Education Centre, Bridgewater Junior-Senior High School, Lunenburg Junior-Senior High, Chester Municipal High, and New Ross Consolidated School. The students in these schools show a high level of interest in the program. At present approximately 230 students are involved in the six different schools and it was reported that at least another 100 students could participate in the program if there were sufficient teachers. It is, however, not possible to satisfy the demand because of an insufficient number of instructors, even though new instructors receive training in a summer school program provided by the Department of Transportation in Amherst each year. In addition to those teachers currently involved in the program, there are other qualified instructors within the district; however, some teachers do not regard remuneration for teaching the program a sufficient financial incentive for them to participate. Some instructors travel to schools other than their own to offer the program.

The book Roadworthy produced by the Ministry of Transport in Ontario is used as the standard text, rather than Sportsmanlike Driving, currently on the authorized list. It was reported that teachers prefer Roadworthy because of the valuable Canadian perspective throughout as well as the support resource materials which accompany the book.

Video materials are available as a supplement to the program. All the driver education programs receive assistance from outside agencies, such as the RCMP, insurance companies and the Nova Scotia Department of Transportation, and a local car dealer supplies the vehicles.

All programs have appropriate time allocations for the various aspects of the program. Pupils receive thirty hours of theory, ten hours observing other drivers and eight hours of actual driving.

Recommendations

It is recommended that:

6-10 The board review the driver education program and consider strategies for involving more students.

English Language Arts, P-6

The aim of the provincial language arts program is to develop the four aspects of language--speaking, listening, writing and reading--so that children may learn to communicate effectively. The language processes are interrelated and interdependent. In planning a language arts program, it is important to take advantage of these interrelationships so that students will become competent, effective language learners and users. All aspects of the language arts program should receive attention in program planning. The general framework for development of an elementary language arts program is the Department of Education guide, Language Arts in the Elementary School, and its support documents for different aspects of the language arts program.

The instructional time for language arts recommended in Public School Programs is 45 percent for grades P to 2 and 40 percent, including French as a second language, for grades 3 to 6. The survey team was pleased to see that classroom timetables reflected sufficient time allocation for language arts. It is through this large block of time that the development of interrelationships among various aspects of the program can be encouraged. The four strands of language should not be learned in isolation but should be complementary to each other.

Many teachers working in grades primary to 3 are using various print materials (big and small books, experience charts, chants, songs and some of the recommended ancillary materials available from the School Book Bureau) together with the core series. Some teachers also have shared reading, effective listening centre activities, dramatizations and sustained silent reading sessions in their classrooms. There is less use of a variety of print materials at grade 4 to 6, although novel studies are being conducted by some intermediate grade level teachers. Teachers report that they do not have difficulty in obtaining learning materials to support the language arts program. The survey team noted the further encouragement of reading by the wide use of sustained silent reading (SSR) or, as described in the district, Drop Everything and Read (DEAR). As a result of this practice, students are reading a wide variety of print material. Books from the school libraries are very beneficial for supporting DEAR.

Many teachers visted during the survey exhibited an understanding of the current theory of language learning and were successfully implementing associated language arts activities recommended in the department's guidelines. These teachers are to be commended. Others have been trying new language arts activities, such as journal writing, process/conference writing, keeping writing folders, using a thematic approach, organizing and building on the students' prior knowledge, assisted reading and sustained silent reading. Although many of these teachers were observed to be obtaining good results, some were restricted by their limited understanding of the rationale and the methods associated with these language arts activities.

Children learn language more readily when they are involved in focussing their attention on complete units of meaning which are of interest to them rather than in a study of discrete parts removed from the context of the meaningful unit. When children need to learn particular skills, these should be taught in the context of the reading that the children have been doing. Research studies indicate that isolated exercises on particular skills such as phonics, and work attack skills, which are not meaningfully related to themes or topics of interest to the students, rarely transfer well to the students' reading. There was evidence of teachers using such isolated skill activities in several of the classrooms visited. When reader workbook exercises are used, teachers need to be selective so that the activities become meaningful rather than isolated exercises.

The library facilities and services for supporting the encouragement of independent and individualized reading at all elementary grade levels are good in most of the schools visited. These facilities and services were well used to support classroom libraries and programs in the different curriculum areas.

Provincial curriculum guides for the writing strand of language arts include Writing in the Elementary School and Language Arts in the Elementary School. These documents give the rationales and strategies for the development of personal and process writing. The purpose of personal writing is to give the students opportunities to explore their own experiences and feelings through regular experimenting with written language expression and to develop the habit of writing. The students are encouraged to focus attention on the meaning of their writing.

Survey team members observed personal writing such as journal entries in most P-2 classes and in some 3-6 classes. The purposes of journal writing are not always understood, and some teachers expressed concerns about the recommended practices of not correcting writing and spelling in journals. There is a need for teachers to have a better understanding of personal writing and to encourage more personal writing in grades 3 to 6.

The writing process involves drafting, revising and editing in order for the writer's message to be conveyed properly to other people. The writing follows through a number of stages involving conferences with other students and the teacher. There is little evidence of this type of writing in many of the elementary classrooms. The survey team was pleased to note that a few teachers were using the approach to process writing promoted by Donald Graves, a noted authority in process writing, including the use of student and teacher conferences. These teachers could act as resource leaders in assisting others to develop an understanding of process writing. Some teachers are keeping collections of each student's writing in individual writing folders. Students' final writing drafts are displayed on classroom walls and in hallways. A few teachers said they are beginning to use these samples in evaluation. Because writing is regarded as an integral part of the language arts program from grade primary on, it is recommended that writing be a daily activity. This process provides regular opportunities for students to clarify and organize ideas for themselves as in personal writing, as well as to communicate ideas to others as in process/conference writing.

Philosophy, directions, behaviors and expectations for both the speaking and listening strands are provided in the following guides: Let's Plan for Oral Language Development in the Elementary Schools, Let's Plan for Improved Listening in the Elementary School and Language Arts in the Elementary School.

The amount of time being given to speaking and listening objectives varies greatly in the classrooms within the district. It is important that these strands receive appropriate attention. Teachers need to be aware of objectives appropriate for the level at which each of their students may be working and should plan for the inclusion of activities in their classroom program. Greater student participation could be encouraged in more formal speaking and listening situations, both in the classroom and out, through such activities as dramatic presentations, debates and public speaking.

Most teachers use some of the procedures recommended in the provincial guide, Spelling 2-8. Both this guide and directions from research literature encourage teachers to focus more on the process of spelling by employing diagnostic/prescriptive strategies. Fifteen minutes for spelling activities in the daily language arts program is recommended. Survey members found that spelling lists being used in the classroom are derived mainly from commercial spellers. Many teachers add troublesome and/or interest words taken from the student's writing and reading to these lists. Although some teachers are employing diagnostic/prescriptive strategies related to the individual student's spelling needs, many teachers are not aware of these important teaching techniques.

Provincial guidelines promote the teaching of language usage skills such as capitalization and punctuation within the context of the student's own writing. Those language usage skills needing attention should be taught as mini lessons so that the skills may be directly applied to assist students to communicate better in writing. Many teachers, especially those at the upper elementary grade levels were having difficulty in implementing these recommended approaches for teaching language in conjunction with writing. Teachers who are involved in process writing are making good use of this practice; however, many teachers are using isolated language exercises that have little or no connection with the students' writing.

A variety of evaluation and reporting procedures and practices are used in the classrooms throughout the district. They include daily observations of students, tests accompanying language arts series, teacher-made tests especially focussed on comprehension, workbook activities, project work, students' written work in writing folders, traditional spelling tests, listening to children read, and standardized tests.

In most classrooms students are part of one group for some activities, but work in different groups for other assignments, a practice to be recommended for all language arts classes. Good use is being made of skill teaching groups in some classrooms, while in others, there is little evidence of this necessary teaching procedure. In a few classrooms the only grouping was permanent ability groups with each group working independently of students in other groups.

Curriculum development is enhanced when principals are knowledgeable about provincial programs and actively involved in curriculum leadership within the school. Some principals did indicate that they would like more opportunity for professional development to assist teachers in acquiring further understanding of language learning.

For students experiencing difficulties in language arts there are resource personnel provided in schools. In some instances there is little time for formal consultation between the resource teacher and classroom teacher to plan students' programs which reflect and support the types of instruction occurring in the regular programs.

At both district and school levels there have been in-service sessions on theory and instructional practices; however, there is a need for language arts to become part of a long term district plan for the implementation of the program. Individual teacher initiatives such as support groups, attendance at conferences and workshops, and class visits should continue to be supported as these innovations have positively influenced the language arts program. The recent addition of an elementary curriculum consultant is already having a positive effect on the program.

Recommendations

It is recommended that:

6-11 A plan be developed for the further implementation of the language arts program including:

- sessions on personal and process writing emphasizing the roles of spelling and language usage;
- sessions on methodology, classroom organization, learning activities and materials;
- increasing emphasis on the speaking and listening strands in the program;
- providing assistance to principals as curriculum leaders in language arts.

6-12 Regularly scheduled meetings of resource and classroom teachers be held to ensure that the resource and classroom programs support each other.

English Language Arts, 7-12

The provincial English language arts program for the junior high is a transitional program where students continue to develop and refine language skills and use them to acquire subject area knowledge. The general objective is that thinking, listening, speaking, reading, writing, viewing and valuing be combined in an integrated, balanced language arts program.

In Lunenburg District School System, junior high English language arts is offered in nine schools. For the most part the program meets the requirements of Public School Programs and the provincial guide English Language Arts, 7-12. While some very good courses are being offered, there are also some courses that require more focus and development in specific areas.

Most of the junior high teachers recognize the value of developing oral communication skills, but the oral component of their courses is sometimes unfocussed and unplanned. Group discussion, often with the teacher as discussion leader, is the main emphasis of the oral work. It is important that students be given opportunities to use oral language to communicate with each other, to develop thinking skills, and to organize and develop their ideas. Activities to promote oral competence should be incorporated into the everyday work in the classroom and should not only be presented as a separate unit on public speaking or other specific oral presentations.

The provincial guide points out that writing

> "is a complex process...In planning a writing program, teachers need to consider the nature of the writing process, the skills involved in writing, and the individual interests and needs of the students."(p. 40)

The interest expressed by many teachers within the district in incorporating process writing into their courses should be encouraged. All teachers should be promoting specific steps in the writing process, including planning, drafting, writing and revising.

While it is highly desirable that the students in the district have ample opportunity to write frequently and in varied modes, there is a need to promote the broader role of writing as opposed to the completion of narrowly focussed assignments. As the guide points out, to be effective

> "The teaching of writing...should be directed toward an awareness of the relationship of writing style to the purpose of the task and the audience to which it is directed." (p. 40)

There were examples of just this kind of writing atmosphere in some classrooms. There needs to be, however, more emphasis given on a district basis to the principles of effective writing. Activities such as discussion of students' writing, compilation by the student of a cumulative writing file, peer editing, and journal writing should be part of every English language arts classroom in these grades.

The writing programs in the district schools tend to reflect an overemphasis on literary criticism. Although literary criticism is a valid writing form, it is not to be the dominant focus of junior high writing. Learning to write effectively is a complex process that requires both guidance and practice. Many teachers continue to demonstrate their belief that students learn to write by learning and applying grammar rules. Language study, while an integral part of an effective writing program, is not sufficient to develop writing competence. In general the writing programs in the schools need to be improved by giving students many opportunities to write for a variety of purposes. Teachers should be supported in this endeavor through in-service and resources to assist the development of viable writing process instruction. Many teachers currently overemphasize language study and vocabulary development to the detriment of other, equally important skills. An integrated language study component should be part of the writing process.

Media study should be an integral part of the language arts program at all levels. Teachers often rely solely on cursory examination of newspapers and current events; however, the media exert an ever-increasing influence on the lives of students, and it is important to provide opportunities for students to examine and to use various media as part of the development of communication skills. Teachers should be encouraged to use several media sources more extensively and provide activities for their students both to use media effectively and to analyse the effect of the media on their lives.

Schools are making a commendable effort to include emphasis on study skills as part of their language arts courses. Many schools have developed excellent study skills units which encourage students to use research, organizational skills and effective study techniques in their work. Teachers speak positively about the support they receive from school librarians in this endeavor.

Public School Programs provides for an adjusted language arts program for some junior high students. The major aim of this program is to develop the students' abilities to use communication skills effectively in everyday life and to develop self-confidence in their use of language. There is no consistent program for students who would benefit from an adjusted program in Lunenburg District. Some schools provide an adjusted program, while in a few schools where there is no formal adjusted program, students who would require such a program are given resource help. Other schools modify programs to suit individual needs.

Teachers reported that they would like opportunities to meet other teachers to discuss aims and objectives of the junior high language arts program on a district-wide level.

Senior High

The provincial courses that can be offered in senior high English language arts include English 221, 231, 241, English 421, 431, 441, Drama 321, 331 and Canadian Literature 441. It is intended that the language arts program at senior high should offer viable options for students according to their needs and aspirations. Department guidelines provide for various course options. In senior high, English 200 level courses are offered as high school leaving courses and English 400 level courses are offered as university preparatory courses. While the quality of the language arts courses is not consistent throughout the district, two or more levels are offered in every high school.

The provincial senior high program continues to develop students' abilities to use language in thinking, listening, speaking, reading and writing. There should also be more emphasis on the study of literature, on the study of film, television and other media.

At the senior high level there is properly more emphasis placed on content and the acquisition of knowledge. This does not mean that the process of learning should be sacrificed for the product. It was noted that where courses are weak the deficiencies are attributable in part to an overemphasis on content and too little attention to the process of learning. It is important that students at all levels be given opportunities to be active learners in classrooms where they can use their acquired skills to gain knowledge and improve their communication skills. Some teachers, however, report an over-reliance on the lecture method of teaching.

Drama is often incorporated as part of the study of literature. Several teachers in the district do a particularly good job of providing students with opportunities to explore drama and theatre. These teachers could serve as a catalyst for those who give little attention to this part of the language arts program.

In most senior high language arts courses there is media support for the curriculum. Extended media study should be encouraged to enhance student awareness of the media as tools of communication and to encourage critical and analytical thinking on the everyday use of media.

Some excellent language-based activities occur in all high schools, though in too many cases the study of literature takes precedence over any other language arts activity. Many teachers still believe it is their principal duty to teach appreciation of great literature and formal academic writing, especially literary criticism. An effective language arts program is characterized by flexibility and balance. All aspects of the language arts program should receive equal attention in program planning.

English courses at the 200 level in the district should be examined to ensure that they are meeting the needs of the students who choose this option. The resources used by these students and teachers need to be increased and upgraded. Support for teachers of 200 level courses is necessary to ensure that they are knowledgeable about the characteristics of these learners.

The provincial guide, English Language Arts - Grades 7-12, outlines in detail an evaluation process for an effective language arts program. There is a need for the evaluation methods suggested in these guidelines to be implemented.

Program evaluation is also limited. There is no consistency among the individual schools and little consistency within single schools. Making the Grade - Evaluating Student Progress is an excellent resource available from the School Book Bureau which can be used to initiate consistent evaluation processes for the district.

Park View Education Centre provides a well organized evaluation system for language arts. The process includes a cumulative record of both term and final marks, a record of the teachers a student has had, novels the student has read and for what purpose, topics that have been researched, drama and oral experiences, writing program emphases, strengths and weaknesses, as well as teacher comments on the student. The survey team noted that tests and examinations were not a regular part of this evaluation. This should be reconsidered, since tests and examinations are part of a well balanced evaluation system.

A variety of these evaluation instruments are used at Park View Education Centre to place students in language arts courses according to their needs and achievement levels. In this school one common exam modelled on the International Baccalaureate is given at the end of grade 12. It is marked by two teachers other than the student's own teacher with provision for third and fourth readers when there is no concensus in first readings. This co-operative marking is felt to ensure consistency in evaluation.

Many teachers in the district have made excellent use of authorized teacher resource materials. Others, because of budget restraint, are unable to obtain those materials that are not considered priorities. Some teachers are not aware of newer listings available to them from the authorized list. It should be noted that the district, through the Teachers' Centre, is attempting to have one copy of all listed materials available in the Centre. A shortage of textbooks, unequal distribution, and a failure to co-ordinate the sharing of resources can create problems for teachers. Although some supplementary materials exist in many schools, there is a general need for writing texts at all levels. A plan to identify areas of need and to co-ordinate the use of learning resources should be developed.

The Teachers' Centre provides opportunities for teachers to share and to be involved in many aspects of professional development. Secondary language arts teachers do not seem to make significant use of the Centre. Teachers have the opportunity at the Teachers' Centre to become familiar with word processing, but limited computer access for writing in some schools has inhibited the development of computer writing programs.

Public School Programs provides that language arts in the junior high school should be given from 18 to 24% of class time in grades 7 and 8 and 15 to 21% at grade 9. At the senior high level, language arts is allotted 120 hours of instructional time per credit. Lunenburg District schools meet these requirements. Improvement in the quality of some courses could be accomplished by scheduling changes to allow for some double periods to accommodate writing workshops and special projects.

There are, in the district, high quality courses given by dedicated teachers who are very supportive of each other and who appreciate the support given them by their principals and senior management. There are, however, many language teachers who had most of their training in other disciplines and would appreciate more support and in-service training.

Where there are school-based department heads at the high school level, the language program is better co-ordinated and supported. Junior high schools do not have the same degree of co-ordination. Language arts teachers often have heavy schedules with large numbers of students and as many as four separate preparations per day. Department heads, where designated, are often not given adequate release time to support classroom activities. Effective professional development for teachers is a continuing need.

Following the provincial in-services held for the introduction of guidelines English Language Arts, 7-12, a series of workshops were held under the direction of the Supervisor of Curriculum and the teacher teams who had attended the provincial in-service. There is a need for further follow-up. Teachers particularly need support to develop effective writing programs and to design balanced, integrated language arts courses to meet the needs of their students.

Recommendations

It is recommended that:

6-13 A planned program of in-service be developed to improve the teaching of language arts at the secondary level to include:
- sessions on the writing process;
- evaluation techniques;
- the development of varied oral language activities.

6-14 Drama be given greater time to provide a more balanced language arts program at the secondary level.

6-15 Schools acquire appropriate texts and other learning resources to support the language arts program.

French, P-6

The provincial elementary French core program is designed to give students a basic knowledge of French. It is hoped that, through this program, students will acquire a basic vocabulary which will enable them to participate in simple conversation, use basic sentence patterns in speaking, reading and writing, and become aware of the culture and social customs of French people. The approach suggested in the provincial guidelines uses French from the beginning and pupils are encouraged to associate the new vocabulary with familiar objects and activities without resorting to translation.

The board offers French to all students beginning in primary, except in two schools. All schools in the system are encouraged to begin the teaching of French as early as possible to ensure a smooth and gradual entry into this program. At the lower elementary grades, some schools have French for 10 to 15 minutes daily, while others integrate it with other subjects of the curriculum. The program is mainly thematic, focussing on the development of basic vocabulary associated with the students' environment.

The school board believes that to provide the best education possible for all students, there must exist strong basic core programs. With regard to French, the board adopted the philosophy that it is best taught when integrated throughout the curriculum so that the student can apply the language in numerous situations and subject areas. The board has set as a major objective the development of positive attitudes toward the official languages in Canada. By adhering, as much as possible, to the philosophy of the proposed French program, it is believed that students will be prepared linguistically for easier entry into the junior high French programs.

New Directions, developed by the board, states that the best method of delivery of the French program is through the regular classroom teachers who have become proficient in language ability and methods of teaching the French language and have appropriate support services at their disposal.

The district elementary French delivery model contains the following provisions:

- The training program for teachers will take at least five years.
- The qualified French teachers employed in a specialist capacity will be French support teachers until regular classroom teachers have been trained in French language usage and in the methods of teaching French. This transition will be under the direction of the Supervisor of Second Languages.
- The duties of the French support teachers and regular classroom teachers regarding the delivery of French core will be specifically outlined.
- The plan will include opportunities for teachers to study French as well as methods of teaching a second language.
- The plan will also include continuous monitoring during the implementation process.

In Canada, there are several major issues in the delivery of French core which include the availability of qualified teaching personnel and the amount of instructional time. In a document entitled Elementary French As A Second Language, A Descriptive Study, (Surrey, Queen's Printer for British Columbia, Victoria, 1988), it was reported that the lack of teachers with expertise in French instruction has influenced the frequency and type of in-service provided to teachers including language training and the type of organizational approach used to deliver French core instruction. Although some researchers have reported that regular classroom teachers teaching French to their own classes were as a group the least fluent in French, researchers tended to agree that when a shortage of qualified fluent teachers exists, it is better for students to be taught by a competent teacher with less fluency than a native speaker with limited or no second language teaching methodology.

The report Elementary French As A Second Language, A Descriptive Study, indicates that the overall trend with regard to using specialists instead of regular classroom teachers has been studied and the direction is toward the use of the regular classroom teacher. In accordance with these findings it is considered that having classroom teachers teach French to their own classes is the best alternative because they know the students well as individuals and can integrate French into the curriculum. They can also capitalize on the fluctuations in students' interest by adjusting the lesson length and by using elementary teaching methodologies. Even if the classroom teacher is less competent in French, the results in the end may be better for the students. The necessarily strict timetabling for specialist teachers may interfere with an otherwise integrated day or other activities planned by the classroom teacher. The report indicates that students see the French class taught by a specialist as a break in the day rather than an important part of the curriculum.

There has been a change in direction in second language methodology toward the communicative approach. This approach uses language as a tool for learning rather than a subject of study. One of the secondary outcomes of using the communication approach in teaching French is that it lends itself to integration with other subjects.

Research studies reveal that many teachers and administrators have expressed concerns about how to balance time demands of core French and time demands of other curriculum areas. A common view is to think of core French time being subtracted from time allocated to other areas of the curriculum. The communicative approach, which promotes the integration of core French with other subject areas, changes the problem of what to subtract from other curriculum areas to how to make core French an integral part of the curriculum.

Administrative support of core French at the elementary level is crucial to the success of the program. Administrative support of second language learning is especially necessary in the area of curriculum implementation when trends in the pedagogical approach are changing as they are now.

A program which was developed by a committee of teachers, under the direction of the Supervisor of Second Languages in 1984 and revised in 1987, outlines the different concepts to be introduced sequentially from one grade to the next. At the lower elmentary grades, the program is an introductory one in which students get a general feeling of the French language and acquire some understanding of it.

The major emphasis on French instruction in the elementary school is at the grade 4 to 6 level. The program is more structured here than at lower grade levels. The time allotment varies from school to school. French is taught by support teachers during scheduled periods for at least two periods of 25 to 30 minutes in a six day cycle. Regular classroom teachers follow up on activities assigned by the support teacher. They are also responsible for the delivery of a portion of the program. A list of items which identifies some of the most important language elements that should receive priority in programming is made available to the teachers.

At the grade 4 to 6 level, the basic learning materials used are on the authorized list of learning materials except in two schools where Department of Education field tests are currently being conducted. Supplementary materials, readily accessible from the office of the Supervisor of Second Languages are used to reinforce certain concepts taught by the support teachers. Some regular teachers reported also that French was integrated, when appropriate, with other subject areas. Displays of French materials were noted in some classrooms. Very few library French books are available and those available are seldom used. Informal grouping occurs for students working in specific activities. Occasionally, in some schools, students are exposed to certain traditions and customs that reflect the cultural background of the French people. Increased exposure to French culture should be encouraged.

During the five-year transition period, the designated specialist teachers have become support teachers for the regular classroom teachers. There are six support teachers, four of whom are on circuit and assigned to certain schools in the district. The other two are assigned the teaching of French, each in one school. The support teachers meet at the Teachers' Resource Center every afternoon on day 4 of the six-day cycle.

The method of student evaluation is determined by the regular classroom teacher in consultation with the support teacher. The evaluation is based mostly on participation and simple dialogue in the classroom. Reports are given to parents three times yearly in the form of a letter grade. During the interviews with the classroom teachers, it was reported that evaluation had not been discussed to any great extent between the support and classroom teachers. However, it was assumed by the classroom teacher that evaluation would continue on the same basis as reported above.

With the current emphasis on communication in second language teaching, it is recommended that listening and speaking tests for children should take precedence over pencil and paper tests. Ongoing evaluation, both formative and summative, are important. Formative evaluation provides regular feedback to the teacher for purposes of choosing and modifying subsequent learning experiences and summative evaluation provides documentation of student learning or teacher effectiveness.

The board's adoption of the new procedure for the delivery of the elementary French program has placed increased demands on the regular classroom teacher. The board has offered four one-week training sessions for elementary teachers, conducted through the Supervisor of Second Languages. These sessions have provided an opportunity for teachers to become more conversant with the French language and teaching methods, and to share practical classroom activities which can provide a more enriching and lively French class.

Many teachers in the system have demonstrated a genuine interest and enthusiasm for learning French. They have availed themselves of the many opportunities that are offered for them to acquire more proficiency in the language. Some teachers have taken immersion courses from two to five weeks duration at various universities. These teachers are to be commended and encouraged to maintain their efforts to achieve greater proficiency in the French language. The survey team also noted that teachers expressed appreciation for the support of the Supervisor of Second Languages.

Members of the survey team were made aware by a few teachers of their reluctance to pursue upgrading in the French language. This reluctance is due to a lack of confidence in teaching French or serious reservations concerning the board's direction in delivery of the French program. Some teachers stated that in schools with teachers on staff who are more fluent in the language, opportunities can be provided to exchange teaching assignments. Based on that assumption, these teachers feel no great need to pursue their upgrading in French.

It is felt by the board that French is more likely to be integrated across the curriculum at the elementary level if it is taught by the classroom teachers. Since good language modelling is important, these teachers must become proficient in language ability and language teaching techniques, and since they are not specialists in the French language, the provision of appropriate support services is necessary. Regular classroom teachers are expected to be present and active participants during the lesson taught by the French support teachers. It is also expected that the regular teachers will conduct follow-up lessons and activities assigned by the support teacher. Teachers reported that early stages of the implementation of this program indicate that there are issues that need to be addressed some of which are listed below:

- In spite of interest and genuine efforts, some teachers feel insecure with the language and perceive themselves as poor language models for the students.
- The teaching assignments given support teachers provide little time for interaction with regular classroom teachers who need assistance.
- There is a need for a close and sustained monitoring and co-ordination during the implementation stages.
- The wide variety of commercial materials in different schools makes it more difficult for support teachers to provide the co-ordination that is required.
- Provisions need to be made for on-going, in-depth professional development in French competency and methods.

The district has offered a series of three one-week French camps for students in grade primary to 6 during early July and late August. This activity is commended by the survey team.

Recommendations

It is recommended that:

6-16 Within the current model of French implementation used in the district, the board ensure that there is
- sufficient support for classroom teachers during its implementation;
- a process to evaluate the on-going delivery of this model;
- an awareness by supervisory staff of current research on the teaching of French.

6-17 The in-service component for the development for second language proficiency be strengthened.

French, 7-9

The French core program is offered in all junior high schools. Aims and objectives of the district's program include the promotion of positive attitudes towards French language and culture, the encouragement of an appreciation for French with a development of confidence in one's abilities to learn and to use the language, and the fostering of a desire to continue the study of French. To be consistent with provincial aims and objectives, there should also be a gradual development of speaking, writing and reading skills.

According to its 1987 annual report, "The board has directed its program committee to examine the implications of making French a compulsory course at all junior high levels." The survey team observed that French is a compulsory subject in all junior high schools except for grade 9 students in some schools. Except in one of these schools, students who do not take French must follow an alternative course.

There is a lack of uniformity in timetabling and in the amount of time allotted to French in the different schools. Schools operate on a six or seven-day cycle and French is not scheduled each day of the cycle. In one school, a grade 7 class has only four periods of 40 minutes each in a seven-day cycle, which is below provincial requirements. Some other schools are not complying with provincial recommendations in the allotment of time to French in grades 7 and 8.

The program followed is based on the Vive le français text series and a locally developed French Programme Guide. As some teachers are not aware of the contents of the department's guide and Public School Programs, they feel that what is being done is in conformity with provincial expectations. This is not always the case.

The responsibility for the leadership of the program lies with the Supervisor of Second Language Programs; however, teachers in each school plan their own program which they tend to adapt to their students. This causes differences in the French programs in the system.

In Hebbville, with the consent of their parents, students who have difficulty follow a school-designed modified program. They are in the same classes as students following the regular program, but are assessed differently.

Audio visual materials including transparencies, filmstrips, tape recordings, recorded music and songs, video cassettes, and programs from TV Ontario are used. Grade 9 students in one of the schools listen to the radio program "Bonjour Atlantic". French TV programs are also used in some classrooms.

A thematic approach is used in the teaching of French. Vocabulary, role playing, questions and answers, listening experiences and conversation as well as other activities are planned around the themes. The general structure of lessons consists of a warm-up activity, a review and sometimes verification of a given assignment, a presentation of new material, and practice. Sometimes new assignments follow.

Students are encouraged to develop confidence in expressing themselves in French. Priority is given to communication over accuracy. Translation is sometimes used to check comprehension, but it was reported teachers do not have students translate texts. Grammar is occasionally taught formally. Most often students' attention is drawn to a grammar rule after they have worked with a number of exercises. Workbooks are used as a means of reinforcing correct language usage. Copies of examination papers submitted to the survey team, however, indicate an overemphasis on translation, and on grammar.

From comments made by some teachers it is clear that they are generally making an effort to conduct their classes using the communicative approach. However, some statements made by teachers describing the way new material such as vocabulary is introduced, indicate that the method used is only partially communicative. Consideration should be given to further in-service training to help all teachers grasp the communicative concept more clearly and to have a better understanding of how to develop communicative lesson plans.

There is a wide variation throughout the district in the amount of time spent on speaking and listening. For example, in grade 9, 60% of French class time should be oral, with the remaining time spent on writing and reading. Teachers in grade 9 reported spending from 25% to 80% on oral practice. Program outlines and the examination papers submitted to the survey team indicate that in most cases too little weight is given to oral/aural skills at the junior high level.

Some teachers are more insistent than others that French be spoken in the classroom. English is usually used when instructions must be clearly understood and when expediency is important. There should be a closer monitoring to ensure a more balanced program for all students.

The Supervisor of Second Languages in a 1987 report stated "...teachers of French are encouraged to use exclusively, or as much as absolutely possible, the target language during their periods of instruction, ... With some very few exceptions this French mini-world ends at the classroom door". A French ambiance and good organization were evident in some of the rooms. This ambiance is lessened when the room is used for teaching other disciplines. There was very little evidence of student work displayed on the walls although student work was observed in a few of the rooms visited.

Teachers group students for various activities and for the preparation of French presentations. Students work in pairs for dialogue. Sometimes a stronger student works with a weaker one for workbook exercises or to help build confidence. Higher achieving students are sometimes grouped for special assignments and enrichment. Grouping for instruction is to be encouraged, especially at the junior high level.

There is variation in the way term and final marks are determined. Requirements with respect to the writing of examinations also vary from school to school. In one school where exams are written, students who have maintained a 75% average are exempt from the final exam. Contrary to recommended practice, the same weight is sometimes given to listening and speaking at all grade levels, without any progression in the value given to reading and writing at the upper grade levels. Teachers do attempt to evaluate all four strands of the program.

A statement made by the Supervisor of Second Languages in 1987 still holds true: "In some instances the distinction between oral and written performance was not very clear, and percentage values varied from teacher to teacher." The survey team found that the makeup of exams was not always consistent with program outlines and objectives submitted or with comments made by teachers. To a large extent, examinations test the student's knowledge of the grammatical code. There is little evidence of testing higher level and critical skills. Testing reading ability using authentic texts is infrequent. Few, if any, cultural elements appear on the examinations. There is considerable use of multiple choice and fill-in-the-blanks questions, allowing for little evaluation of writing abilities. The survey team feels that greater efforts should be made to integrate the four language skills (comprehension, speaking, reading and writing) and the cultural component in the teaching of French, as prescribed in Public School Programs. Examinations should test each of these components adequately and at a higher level than at present.

Because of their educational experiences and linguistic background, some teachers are well prepared for the teaching of French. Teachers generally are enthusiastic and conscientious, and would welcome an opportunity for further professional development in French. Teachers attend the provincial Language Teachers Association conferences in Halifax each year and many attend the national Canadian Association of Second Language Teachers conference. Teachers indicated that the subject meetings held during in-service each year allow for valuable discussion and sharing, and they would like such sessions to be held more frequently.

Principals and supervisors are supportive. Teachers acknowledge good communication within the school and readily stated appreciation for support given. They expressed satisfaction with the response to their requests for materials. Students of most schools participate each year in a weekend immersion at Université Sainte-Anne. Some grade 8 and 9 teachers organize trips to Quebec.

Several teachers stated a need for an improved transition between grade 6 and grade 7. As stated in Public School Programs, "It is absolutely essential that elementary and junior high teachers maintain close communication and provide a smooth transition from one level to the other." Regular planned meetings of the elementary and junior high levels of French will provide a more consistent program and facilitate the transition from grade 6 to 7. Public School Programs states that "With the exception of a rapid review, parts of the program already mastered should not be repeated." Students entering grade 7 from different feeder schools arrive with a wide range of achievement. Time must therefore be taken at the beginning of the grade 7 program to ensure that all students have an adequate language base.

Students of most schools participate each year in a weekend immersion at Université Sainte-Anne. Some grade 8 and 9 teachers organize trips to Quebec. Teachers in one school help raise funds by offering to do voluntary work.

Recommendations

It is recommended that:

6-18 Teachers be provided with in-services to promote a better understanding of the communicative approach, and to develop skills to use this approach.

6-19 A greater degree of uniformity be established in student evaluation practices in the French program throughout the district.

6-20 More emphasis be given to the culture component of the French program at all levels.

French, 10-12

The provincial courses that can be offered are FRE 221, 231, 241, 421, 431 and 441. In this district the following courses are offered: French 421, 431, 441 and at Park View Education Centre 521, 531, 541. There are no 200 level courses offered. The provincial program provides for the development and reinforcement of the skills introduced in the earlier years. At the high school level the students' time is equally divided between oral/aural skills and reading and writing.

Teachers plan their own program which they base on the authorized series, Vive le français, and the local guide. This local guide was developed by a number of teachers with the Supervisor of Second Languages. Most teachers do not refer to the provincial guide, French Core Program-Senior Level.

In addition to the supplementary materials accompanying the basic series Vive le français, workbooks, cassettes and duplicator masters, teachers use a variety of publications, including magazines. There are generally no French newspapers in the high schools. Learning materials are usually kept in the classrooms. There are practically no French reading materials in the school libraries.

Audio-visual materials used include transparencies, filmstrips and audio and video cassettes. French TV programs are occasionally used. Two schools are equipped with a language laboratory and two others with tape recorders and head sets which allow students to practise their speaking skills. Teachers report that they have no problem in obtaining materials. Some use the Teachers' Resource Centre for audio-visual material, books or equipment.

Culture is introduced in a variety of ways when appropriate. Attention is given particularly to the Francophone population of Quebec and France, the Acadians of Nova Scotia and the Cajuns of Louisiana. Special events, printed articles and newspaper reports related to French culture are used. One school reported that Francophone performing groups are invited to the school each year to entertain the students.

The integration of French into other disciplines varies widely throughout the schools. One school makes use of authentic French written material on various topics. As suggested in Public School Programs:

> "Reading of newspaper articles, sports events, world affairs, Canadian current affairs, should be part of the regular program. Students should be familiar with the works of some Canadian and French writers."

It would appear, however, from the written documentation submitted by teachers, including program outlines and examination papers, that more emphasis should be given to writing skills at the senior high level, and also to the study of culture. The makeup of some of the examination papers suggests an overemphasis on grammar using a formal and traditional approach.

The time allotted to French instruction at the senior high level meets the minimum requirements of the Department of Education. Teachers use various strategies in the development of lessons. Some teachers rely on the text Vive le français. Too great a reliance on Vive le français could cause teachers to deviate from a true communicative approach. Lessons are usually structured along the general pattern: warmup, review, presentation of new material, practice, and assignment. Teachers stated that their lessons are planned using a thematic approach and communicative activities. There is a better understanding of the communicative concept at the senior high level than at the junior high level, but the level of understanding still varies.

Interest in the students and in the promotion of French was evident in all schools. Teachers strive to offer meaningful activities of interest to the students and to develop an appreciation for French. Classroom activities include discussions, debates, songs, projects, written compositions, correspondence with penpals, dictations, grammar exercises and the use of crossword puzzles for vocabulary and grammar. The senior level provincial guide for the French core program states that "French should be the language of instruction as much as possible, and the language of the classroom generally." Teachers' statements indicate that such is the practice in most schools. Encouraging students to take advantage of opportunities to exercise their oral French in the classroom is of utmost importance for the development of oral communicative competence.

Teachers assign homework with a frequency varying from once a week to daily. Grammar is not formally taught and greater importance is given to correct grammar in writing than in speaking. In speaking, emphasis is placed on communicating messages.

Evaluation procedures vary across the system, with differences in the number of terms, the number of report cards, and the methods of evaluation.

In the Lunenburg high school, where a semestered system is being piloted, French is taught in grade 12 from September to January and in grades 10 and 11 from February to June. There are two reports and students write one exam covering the whole semester. Students are exempted from writing the exam if they have maintained a grade of 75%. In two other schools there are three terms and two exams. In one of these schools, the exam marks are distinct from the term marks and each of these five marks have equal weight of 20% each. In the other school, the first term is weighted 20%, the second and third terms 25% each, and the two exams 15% each. In the remaining schools there are four reports during the year, with variances in the makeup of final marks.

Term marks are based on various aspects of the program including speaking and participation, tests, presentations, projects, class work, written assignments, quizzes, homework, listening exercises, oral reading and/or lab work. A point system is used in one school to motivate the speaking of French. Students lose points when they speak English in the classroom and gain bonus points by speaking French outside the classroom.

Most teachers stated that they attend the provincial Language Teachers Association conference in Halifax each year and attended the national Canadian Association of Second Language Teachers conference last May. An in-service for the teachers of French in the Lunenburg system is organized each year by the Supervisor of Second Languages. Communication within the schools was generally described as good. Other than on in-service days, there is little contact with teachers of other schools. Teachers expressed a desire for more frequent meetings of the high school teachers involved in the French program. Communication with parents varies from teacher to teacher.

Teachers with one or two years experience stated that they have been supervised each year by the Assistant Superintendent of (Personnel) and by either the principal or the Supervisor of Second Language Programs. Those with more than two years experience stated that they are supervised every two or three years.

Most schools plan trips to Quebec for the senior high students. A trip to Paris is occasionally organized. Some students attend a weekend immersion at Université Sainte-Anne in the spring. Other projects mentioned by teachers are a "Cafe Français", the writing of a book to be presented to students in the elementary grades, and projects requiring some research.

Students entering grade 10 from different schools are not equally prepared. Some have relatively weak listening and speaking abilities and this results in a number of students dropping French because they feel discouraged. Students graduating from some schools are well motivated and prepared to continue taking French at university. However, in another situation concern was expressed about the level of French attained by graduating students who have not reached a desired level of reading ability.

Recommendations

It is recommended that:

6-21 The board examine program delivery and evaluation practices in the district with a view to achieving greater consistency in the level of proficiency in French language attained by secondary students.

6-22 In-services be organized for high school teachers to strengthen their understanding of the concept and methodology of the communicative approach for the teaching of French.

German

Park View Education Centre is the only school in the Lunenburg District to offer German. The aims of the three-year program are to enable the student to converse in German, read general literature and have a reasonable understanding of the language and culture. In grades 11 and

12, the program is structured to meet the requirements of the International Baccalaureate program. The program, designed by the teacher, is approved by the Supervisor of Second Languages. Each year the program is adjusted to meet students' abilities. The time allocated to the teaching of German meets Department of Education requirements.

The basic text used is the authorized series, German Today, which emphasizes oral communication. The text is supplemented, especially in grade 12, by literary texts which are mainly books containing short stories. Supplementary materials such as filmstrips deal with the cultural component and include customs, holidays, geography and the German school system. There are no problems in obtaining print material. Finding videotapes or films using simple language is more difficult. There are no German reading materials in the library: all materials for the German program are kept in the classroom or in the social studies storage room.

The teacher begins a lesson by having a student review the preceding lesson. Other students are asked to go over the last assignment and students are evaluated on their performance. Listening and speaking skills progress from an ability to express short sentences in grade 10, to a reasonable level of conversation in grade 11, and to greater fluency in grade 12. Students become able to read short sentences in grade 10, and progress to reading short stories and selected magazine articles in grade 12.

Grades 11 and 12 are combined for classes but are grouped separately in the classroom. This is an appropriate method of grouping when small class numbers are involved.

In accordance with the recognized approach to language learning, grammar is not taught using a direct formal approach. Instead students are encouraged to discover grammatical patterns and then seek an appropriate explanation. A 15 to 20-minute homework assignment is given. At the beginning of a term students are given a mark of 20 with points lost if homework is not done.

The year is divided into three terms with two examinations. Each term accounts for 20%, the first examination 10% and the second examination 30% of the final mark. Term marks are based on tests, participation in conversation, oral competence, projects and presentations.

Cultural activities include an exchange program with a trip to Germany organized every other year, a two to three-day immersion camp in the spring at Acadia University for all students in Nova Scotia who study German, and correspondence with penpals in Germany. Each year a few students participate in a contest sponsored by the German Consulate and administered by the Goethe Institute from which the teacher obtains teaching materials. The teacher of the German classes attends annually the meetings of the Atlantic Council of Teachers of German.

There is a strong German heritage among the population of Lunenburg District. The district is to be commended for its interest in promoting a knowledge of and a respect for the German language and culture among the young people of the area.

Health, P-6

The provincial elementary health program promotes the physical, social and emotional growth and development of the elementary school child. The program emphasizes the following content areas: developing positive self-concept and feelings, the structure and functions of the human body, the relationship of nutrition and good health, personal responsibility for safety, accepting the consequences of decisions made, developing a respect for family members, and understanding that drugs, smoking and alcohol can have serious effects on oneself, the family and the community.

In most instances the elementary health program in Lunenburg District reflects the provincial guide, Health Education, Growth and Development P-6. The program includes the topics of dental health, safety, personal hygiene, nutrition, body systems and self-awareness. With the emphasis placed on drug education within the district, this topic is strongly stressed in the health program. At the early elementary level, health is often integrated with other subjects because some concepts and topics are commonly shared. Separate health periods are scheduled in upper grades.

Public School Programs states that 10 percent of classroom time should be devoted to physical education and health education. The health program in the district classrooms generally adheres to the recommended time allotment.

Teachers make use of a variety of resource materials. The authorized series, You and Your Health, is a popular core text in many classrooms. This series is often supplemented by a variety of kits and other resources, including materials supplied by the Canadian Red Cross, UNICEF and the Milk Foundation. Some teachers also use videotapes and other materials, some of which are available through the Teachers' Resource Centre. Some teachers reported that they involve resource personnel from the community and use local field trips to develop health concepts. The team observed several examples of modelling good health practices within the daily events of the school. The board has established a smoke free policy which supports the health program. Many schools focus on nutrition not only during Nutrition Month but throughout the year. For example, Big Tancook School does not support junk food in the school.

Teachers reported that they felt comfortable teaching the health program although they would find it beneficial to have a list of the various resources used within the district, including print and audio-visual materials and community volunteers so that all teachers are aware of the resources available. It should be noted that the provincial elementary health program is currently under review and, therefore, information from this curriculum revision should be known prior to elementary health becoming a district curriculum priority.

Health, 7-9

The primary aim of the junior high health education program is to promote individual well-being by emphasizing lifestyle practices that support good health. The program should promote concepts designed to help students to be physically, socially and emotionally healthy. A primary focus of this program is to make students aware that they must accept personal responsibility for their own good health. A number of topics formerly taught in the health program are now assigned in the new personal development and relationships program discussed later in this report.

With the implementation of the department's new mandatory personal development and relationships program and the subsequent revision of the junior high health education program, there is some confusion and misunderstanding among teachers and principals regarding the content, the resources being used and the percentage of time allotted to each program. Many teachers teach both programs.

Authorized texts in health were a major resource in most classes and in several instances, the text, rather than the provincial guide, was the focus of the program. This practice limits the program and/or emphasizes some aspects that are not required. The survey team was pleased with the availability of print and audio-visual resources through the Teachers' Centre. Some teachers are not aware of all the materials on the authorized list and the resources available through Education Media Services and the Teachers' Centre.

The teaching of health education is noticeably teacher-centred, rather than student-centred; for example, teacher-directed discussion with the use of handouts, notetaking and lectures are widely used. Classes across the district vary in the amount of time devoted to health and PDR. Public School Programs allots two classes per week for each of these subjects. There are schools which schedule less than the allotment and in cases combine the two subjects so that it is unclear as to when and what percentage of time each subject is receiving. There is little consistency across the district regarding class makeup. Some classes are co-educational, others are all boy or all girl classes. Evaluation procedures are not consistent throughout the district. Most teachers have evaluation systems that include tests, quizzes, projects, notebooks, and class participation. Those components are weighted differently in various schools. In some schools students write examinations; in others they do not.

A review of the written examinations given to the survey team clearly indicates that students are expected to recall factual information given to them through notes, handouts or reading print materials. Some examinations were totally objective in nature with numerous true or false, diagram-labelling, fill-in-the-blank and multiple choice questions. Few examinations had essay questions. Methods of reporting student progress to parents are not consistent across the district nor, in some cases, within schools.

Meetings of teachers responsible for junior high health education and/or the personal development and relationships programs are needed to explain more clearly the content, time allotments, and teaching methodology of these provincial programs and to clear up current misunderstandings.

Recommendations

It is recommended that:

6-23 Meetings be held (a) to clarify the relationship between health education and personal development and relationships programs, and (b) to enable staff to become familiar with resources available.

6-24 Guidelines be developed for student evaluation in health education.

Home Economics, 7-12

The home economics program has as its central purpose the development of the student's abilities to live congenially within the family unit and to function independently as an individual as indicated in Home Economics: A Program Guide and support documents on various aspects of the program. The majority of teachers in the district are familiar with the teaching guide and support documents.

The provincial home economics program is under revision. All junior high teachers are familiar with the suggested revisions for grades 7, 8 and 9. In one senior high school the teacher is using the proposed revision for grades 10, 11 and 12.

Home economics is offered to students in all secondary schools in the district. Seven full-time and four part-time teachers deliver the program. Students with special needs are taught in some schools as separate classes; in other schools they are integrated with regular students. The majority of teachers are attempting to meet the needs of students with special needs. At Mahone Bay, the home economics teacher has adapted her lessons, with assistance of the resource teacher, to meet the needs of some students with special needs. In another school, a teacher reported that these students are often overlooked, especially if classes are large. A workshop at the fall Nova Scotia Home Economics Conference was reported to be helpful for those who attended the session on integration of special needs students in the regular classroom.

In junior high schools where both boys and girls have the opportunity to take home economics, many teachers report that this co-educational approach is seen as a strength of the program and helps to eliminate the stereotypical image of home economics as a subject to be taken only by girls.

Most junior high schools have implemented, or are in the process of implementing, the concept of providing home economics and industrial arts combined at grades 7, 8, and 9 for both boys and girls. This practice is endorsed by the survey team. Classes at Mahone Bay and Lunenburg are totally co-educational at the three grade levels. Three other schools have begun implementation at the grade 7 level. A wide variety of scheduling procedures are followed in other schools.

There is no district policy regarding time allotments or subject offerings at each grade level. A district model for offering all components of the home economics program - foods and nutrition, clothing and textiles, family studies - is not evident. Teachers report that the family studies section is incorporated in the overall model, or that it is offered in reduced time allotments, or that it has been eliminated. Teachers who offer the family studies section report that they follow the proposed provincial revision and collaborate with teachers of personal development and relationships to ensure that there is no content overlap.

Home economics offerings at the high school level vary from school to school. The recently developed grade 12 course, Independent Living/The Canadian Family (LFS 341), which is an approved Canadian studies credit, is offered at Park View Education Centre. All high school courses are coded HEC 321, HEC 331 and HEC 341 across the district. In Lunenburg Junior-Senior High School, courses are offered on a rotation basis - HEC 321 and CAC 331 one year; and HEC 331, HEC 341 and HEC 321 in the alternate year. At New Ross, Human Relations and Family Crisis, HEC 321, and Consumer Studies and Child Studies HEC 331 are offered.

The recommended time allotment for junior and high school courses is met in home economics; however, some teachers report that it is difficult to complete lab work when no double periods in the timetable are scheduled.

Class sizes vary across the district. The average number is approximately 15 students at the junior high level. The largest high school classes are at Park View Education Center where the average size is 25 and there is a waiting list of students wanting to take the program.

Facilities are generally adequate. Many are bright and attractive and provide a positive learning environment for the students. The one multi-purpose room at Mahone Bay is quite crowded, but the teacher has organized class activities to overcome this situation.

At Bridgewater, the home economics teacher works out of the drafting room for part of the year because the clothing and textiles room is used by another class. The clothing and textiles room at Chester is also used by another class, and therefore the sewing machines and other equipment are in the foods and nutrition lab. The facilities at Park View Education Center are spacious and well-equipped, but not fully utilized. There being only one assigned, she cannot meet the requests of all students who wish to enrol in the program. Most teachers report receiving support from administrative personnel when equipment is required or has to be replaced. However, several teachers reported inattention to minor repairs.

Most teachers are familiar with resources on the authorized list of instructional materials, but not all schools have the most recent learning materials. One school had no copies of recent listed resources. Use of computer programs as additional resources is not evident.

Allocation of in-school budgets for home economics varies greatly across the district. Not all teachers know the amount of their budget. Capital and maintenance allocations are separate in most schools. One teacher reported no separate allotment designated for capital items and consumables. In some schools students pay a lab fee. It was reported that some of this was spent to acquire basic equipment. The survey team believes that this is an unacceptable use of lab fees.

Home economics teachers have the opportunity to attend a district in-service for their curriculum area each year. Several teachers attend the provincial home economics conference held each October. This conference provides an opportunity not only for professional development but for networking within the profession as well. The teachers do not meet as a group at other times of the year and several have little contact with teachers outside their own school.

A home economics teacher at Park View Education Centre, on variable leave at the time of the review, is engaged in an interesting project that aims to integrate home economics knowledge and expertise with that of other curriculum areas in the school. With the aid of a computer and various resources, she is developing a kit to be used in conjunction with the social studies course Canada and the World. Development of this project grew from the extensive use of the home economics department by both teachers and students in other curriculum areas, as many of the students have not had the opportunity to enrol in the home economics program. It is hoped that the kits, when developed, may be used by students in other curriculum areas such as French, geography, German and art.

Recommendations

It is recommended that:

6-25 In-service be provided to develop district guidelines for implementing the delivery of home economics to all students in grades 7, 8 and 9, including special needs students and to ensure that all components of the home economics program are included.

6-26 Home economics at both junior and senior high school levels adhere to guidelines as stated in the Department of Education curriculum guides.

6-27 Consideration be given to providing a second home economics class at Park View Education Centre where facilities are underused and there is student demand.

6-28 Teachers be made aware of new additions to the authorized list of instructional materials so that the more recent and relevant information can be made available to students.

Industrial Arts, 7-12

The provincial industrial arts program is designed to help boys and girls understand, and to live and work in our modern industrial society. The program is designed to meet the needs of secondary students who wish to explore leisure time interests, as well as for those who are planning to pursue advanced study in career areas of applied and technical sciences. It is also of interest to those students who will be soon entering the work force or a vocational education program.

The provincial program includes introductory courses at junior high and exploratory courses at senior high in general woodworking, power and energy, electricity and electronics, and general metals, and graphic communications, as well as senior high technology courses in manufacturing, construction and communications.

All teachers are aware of the Department of Education curriculum guidelines for industrial arts, and within the limitations of the facilities and time available, offer a balanced program. All teachers have individual plans, with the various topics identified as well as details of the evaluation mark allocated to the different aspects of the program such as tests, assignments, notebooks, workbooks and practical work. These outlines also identify the text being used from the authorized list of materials. Some programs demonstrate more diversity than others; for example, a program in one of the smaller schools involves students in woodwork, graphic communications, lapidary, power and energy and metal work, and construction, as well as forestry, by skillfully involving outside as well as school-based resources. Several schools also include a ceramics component, as well as model rocketry, in their program. Course outlines have been developed for some of these courses. Not all of these outlines identify overall goals and specific objectives.

Learning resources from the list of authorized learning materials were available in each school. There is a supply of older materials with few of the more recent texts in design problem solving, computer-related drafting and technology in evidence. Often assistance has been received from the individual school libraries in purchasing extra supplementary materials to enhance the books available to the programs. The authorized list of learning materials was not always readily available to all teachers. Some teachers reported seeing the list whereas others did not. This is a situation which should be corrected.

Specific budgets to operate the industrial arts programs are not usually identified by the administration to the teachers and teachers operate more on the basis of individual financial requests as the year progresses. Many teachers report that monies available to operate their programs have rarely increased and, in some cases, have decreased in recent years.

Some teachers reported that they were beginning to use computers. Two teachers reported that they were trying the CADDRAW program, and one said that so far he was having difficulty in using the program to provide meaningful experiences to students. One teacher is involved in evaluating a computer-aided drafting program for the Department of Education and another teacher teaches computer literacy as part of the regular program and is considering introducing computers into his industrial arts program. Another teacher involved with communication technology is using a software program in the graphic arts component of the program. Two teachers from the district attended the computer forum which was held recently at the Nova Scotia Teachers College.

Display charts observed in several programs were noted as having been laminated at the Teachers' Centre and it was also reported that the Centre has been used as a resource for teachers assembling visual materials on wood construction and project ideas. The Teachers' Centre has also provided the venue for the local Industrial Arts Study Group which has held meetings in the past, but it was reported that these are now less frequent. Several schools are using a variety of audio-visual material including the Department of Energy video tapes and films received from the Media Services section of the Department of Education.

The time allocated to industrial arts at the junior high school level varies from school to school and is related to the amount of co-educational programing involved. Some schools offer less in industrial arts time than the minimum recommended in Public School Programs. All schools offer industrial arts courses to both girls and boys. In some schools, they experience all the available areas of both industrial arts and home economics at each grade level, whereas in others they do not. In Mahone Bay and Centre Consolidated, the industrial arts program is offered to students in the senior elementary levels.

Several teachers utilize the design problem solving process. In one grade 10 class, the students are presented with criteria under which they design their own woodwork project. In another school, students have been involved in designing a chip-collector component of a dust-collecting system which has recently been installed. Special education students are usually integrated into the industrial arts program. Students in some classes compose their own notes whereas in other classes notebooks consist of hand-out sheets.

All shops are equipped to offer a balanced curriculum. There is evidence of machine upgrading, but in some shops machines are several decades old and gradually becoming obsolete. Hand tools are usually in good condition and a reasonable selection is available. For the most part, shops are of a reasonable size and usually have adequate storage space. Some shops also include ceramic facilities. Project display charts and model projects are found in many labs. In New Germany one shop is located in the bus garage which is some distance from the secondary school; this arrangement requires students to be transported. Another facility in Mahone Bay is in a basement area of the school now used to provide an industrial arts program which previously had not been available in this school. In Chester, it was observed that two machines in the industrial arts shop are using extension cords; this does not meet standard safety requirements. Park View Education Centre has a comprehensive communications technology lab, one of the few in the province which is specifically designed to offer the program. Another facility at New Ross Consolidated has recently been extended to take over the vacant area of the gymnasium storage facility, thereby making an area available for storing wood. The facility is located in a buiding separate from the main school building. In Lunenburg space is shared with the home economics department. Recently extensive renovations have been made to meet safety standards and to add a fire escape. In several shops in the district, old school lockers are used to provide storage for small materials and student projects.

In evaluating student achievement in industrial arts courses, teachers use the recommended percentage allocations for the various components of the program.

Many school and district in-services deal with various aspects of general school program. Industrial arts teachers attend these sessions. Over the last few years industrial arts teachers have had in-service sessions on such topics as the teaching of English in the industrial arts curriculum, computers, safety, and legal responsibilities related to the industrial arts program.

The supervision of the industrial arts programs is inconsistent and sporadic, with some teachers being supervised regularly on a formal basis and others on an informal basis. Others teachers reported that they were rarely supervised.

The communications technology program at Park View Education Centre offers five communication technology courses.

Two schools are utilizing the Ross Farm complex for providing metal working experience to their students. A forestry mechanics course is also offered at the New Ross School. This program has received considerable support from various agencies, including the Nova Scotia Teachers Union and the Department of Lands and Forests. The course involves the teaching of forestry lab management and students are involved in cultivating Christmas trees. At the same school a new project, involving construction of a solar greenhouse has been launched recently with further support from the Program Development Assistance Fund.

Another special project of the district has been a safety program which has produced a safety handbook and first-aid training. Special guards for the table saws were in evidence in all workshops as well as safety switches. The board has also recently started the implementation of a chip-collector system for the woodwork shops. This is the most expensive item in the safety program plan and has already been instituted in two schools in a unique manner that appears to be working successfully. The board is to be commended for the leadership displayed in this particular aspect of the program.

Recommendations

It is recommended that:

6-29 In-service sessions which address the implementation of design problem solving and computer use in industrial arts be conducted.

6-30 The time allocated to the industrial arts program at the junior high school level meet at least the minimum recommended in Public School Programs.

6-31 A plan be prepared so that as funds become available industrial arts equipment is upgraded where required.

6-32 All electrical equipment in industrial arts workshops be supplied with power in ways that meet safety standards.

Mathemtics, P-6

Mathematics Primary-Six is the provincial teaching guide which outlines the concepts and skills that form the basis for the elementary mathematics program as prescribed in Public School Programs 1988-89, 1989-90.

Teachers in Lunenburg County District schools are aware of the teaching guide, Mathematics Primary-Six, and most have a copy in their classrooms. Primary teachers are using the provincial guide along with the text Mathematics Their Way to develop their mathematics curriculum. In some grade 1 and 2 classes, a thematic approach is employed, using the guide as the basis for establishing the mathematical objectives which are integrated into the themes or topics. The survey team, however, observed very limited use of the guide in most classes. Teachers of these levels use the following authorized textbooks for their mathematics program: It's Mathematics: Books A and B for grades 1 and 2, and Mathways for grades 3 to 6. Teachers are using these basic programs for planning, teaching activities, follow-up drill and practice exercises, and evaluation.

At the grade 1 and 2 levels there is extensive use of consumable workbooks. The survey team is concerned that many teachers are employing these commercial texts as the mathematics program, rather than using them as an additional resource to teach and reinforce the concepts and objectives outlined in the provincial teaching guide.

Most teachers are aware of the spiral nature of the program and use this approach to enable pupils to acquire a better and deeper understanding of mathematical concepts. However, it should be noted that several teachers are not familiar with this approach and are puzzled by the organizational structure of the textbook. These teachers often reorganize their program and the textbook so that a specific concept is introduced and followed through until mastery. Several teachers who understand and are using a spiral approach feel that in some cases the textbook does not provide enough material on specific concepts before moving on to a new topic. In most cases, these teachers are supplementing the textbook with extra drill and practice. One topic that could be included in an in-service is the role of the spiral approach in mathematics teaching.

The survey team was pleased to note some excellent integration of mathematical concepts being explored by the students in terms of real life experiences and issues. For example, graphing was the concept most commonly integrated across the curriculum, with graphing activities being more in evidence at the early childhood grades than at the other levels. In addition, graphing skills are applied across virtually every subject area of the elementary program, with most of the graphs in evidence being of the bar type. Teachers should be encouraged to explore and use other forms of graphing.

Teachers recognize and acknowledge the importance of problem solving at all levels of the elementary mathematics program. In some instances, teachers view problem solving in terms of simple word problems which focus on basic number operations, rather than the development of appropriate problem solving strategies which emphasize critical thinking skills. Most teachers in the district indicate that they do not involve their students in enough analytical applications, puzzles, problems and investigations. Many teachers also do not recognize the fact that by observing students in problem solving situations, they are provided with an excellent evaluation tool whereby they can view how their students use and apply mathematical concepts. Some teachers are involving their students in critical thinking activities which focus on real life experiences and situations. The survey team noted that some teachers are using the excellent computer programs which are available through the authorized list of learning materials and which focus on problem solving skills.

Teachers believe that computers can be used as an excellent supportive teaching tool in the mathematics classroom, primary to grade 6. While there are a number of elementary teachers in the district using computers for instruction in mathematics, it appears that there are many more who are interested in using this teaching tool, but are restricted by lack of available hardware. The availability of hardware varies greatly from class to class and from school to school.

There is a wide discrepancy in the role that estimating plays in the mathematics program across the district. In some classrooms, teachers spend considerable time helping students develop strategies for estimating reasonable answers, and a few teachers at the upper elementary grades are using calculators to help students confirm their estimations. The survey team is pleased to note that several teachers are teaching estimation as a process of arriving at an approximate measurement without the aid of measuring instruments. However, overall, there needs to be more attention placed on estimating.

At the early childhood level, there is generally good use of concrete materials to explore and develop mathematical concepts. This is particularly true at the primary level where teachers make extensive use of manipulative materials when teaching number, operations and relationships, measurement, and space and shape relationships. In grades 1 and 2 there is considerable use of concrete materials in teaching measurement as well as space and shape relationships; however, some teachers at this level move too quickly from concrete to abstract paper and pencil activities when working with numbers concepts. The survey team considers that this practice may be due in part to the extensive use of commercial workbooks.

There is some use of concrete materials in grades 3 to 6. The survey team did note several classes at this level in which students are involved in a variety of hands-on geometry and measurement activities; however, there is little evidence of the use of manipulative materials in the teaching of most number concepts. One noticeable exception is the use of concrete materials in some classes in the teaching of decimals. There is a need to increase the use of concrete materials in teaching mathematics at this level. The survey team is impressed, however, with the availability of concrete, manipulative materials as a learning resource for the mathematics program in district schools. Most classrooms have sufficient materials, and these resources are well organized and located in good storage areas. Additional measurement tools would be helpful in some schools. The team is also pleased to note that additional manipulative materials are housed centrally at the Teachers' Resource Centre.

The survey team is pleased to note the use of calculators in a few upper elementary classrooms, and in particular is impressed by the fact that a few teachers have developed specific units on appropriate calculator usage. There is little evidence of calculators being employed by students with special needs who are integrated into the regular mathematics program. The survey team recommends that the use of calculators at the elementary level be addressed as there is very little evidence of their use as a supportive teaching tool.

The most frequent grouping practice in teaching mathematics is whole class instruction. Generally, the follow-up activities are the same for the entire class, although a number of modified exercises were noted throughout the system. Individualized instruction takes place during class time, although many teachers prefer tutorials before school, during the recess or lunch break, or after school. The survey team did observe some grouping for instruction but was pleased to note that it is done to reinforce a specific skill or concept and that these groups are flexible.

In most schools, students experiencing difficulties with mathematics receive additional support from the resource teacher, with the model of delivery varying from school to school. Generally, the classroom teachers maintain responsibility for the high needs students in their charge and work co-operatively with the resource teacher to develop mutually agreeable objectives designed to help the student achieve success in the regular mathematics program. In most cases, rapport between classroom and resource teachers is positive, with both working together using a consistent and unified strategy. The survey team did note, however, a few instances where there is a lack of communication between the resource and classroom teachers. In these cases, there appears to be less direction in the remedial plans.

Most classrooms at the elementary level are student centred and have an environment which is conducive to student learning. At the lower levels, the survey team was pleased to note many excellent student-created mathematics activities on display throughout the classroom. In many cases, these displays exhibit mathematical concepts being integrated across the curriculum. There are far fewer of these displays at the upper elementary level and those that were observed tended to be restricted to graphing activities; however, the survey team noted some exceptions. For instance, at one school the hallway walls were filled with students' work which demonstrated the use of mathematical skills related to a recent class project. Such visual displays are to be encouraged.

A number of primary to grade 2 classrooms have set up a mathematics activity corner or centre. These centres attempt to expand or enrich the curriculum by exposing students to a variety of different mathematical experiences. In several cases teachers link the mathematical concepts learned in class to real life situations. The survey team observed only a few of these exciting learning centres at the upper grade levels. More activities of this nature should be encouraged at all grade levels.

Teachers in the district utilize a wide variety of evaluation tools and techniques to determine if students are achieving the learning outcomes of the mathematics program. Daily observation of the child's work, individual conferences, teacher and commercially made tests, written assignments (including workbook pages), and standardized test results are all used to evaluate mathematical progress. Observation of daily work plays a primary role at the early childhood level, with written tests playing an increasingly important role at the upper elementary grade levels. Although teachers generally recognize the importance of a positive attitude towards mathematics among students, there is little evidence of attitude being highly regarded in the evaluation process.

Communication among elementary teachers of mathematics varies greatly across the system. The survey team is pleased to note that two teacher support groups have emerged within the district. The early childhood teachers are once again meeting on a regular basis and teachers who attend these meetings comment that the group sessions provide them with an excellent forum to discuss a variety of mathematically related items. A support group is presently being initiated at the grade 3 level and it is hoped it will develop into a viable professional group. The survey team encourages a similar association of grade 4 to 6 teachers.

Several grade 6 teachers expressed concerns regarding the transition from the elementary to the junior high mathematics program. The survey team noted that this issue is being addressed by the board as outlined in their document, The Present Status of the Junior High Program in Lunenburg County District School System and Recommendations For Change.

The survey team has some concerns regarding the opportunities for mathematics-related professional development that have been made available to elementary teachers. The elementary mathematics program has not been a district priority in recent years, as demonstrated by the fact that most teachers could not remember when the last system in-service focussing on mathematics had been held. There are very few professional mathematics journals available to teachers in their school libraries; however, a few such journals can be found at the Teachers' Resource Centre. The team was pleased to note the recent hiring of a full-time elementary curriculum consultant, who provides teachers with leadership in elementary programs.

A long term plan for the professional development of all staff should be implemented. Plans for in-service should focus on those key issues required in a balanced mathematics curriculum including:

1. the development of problem solving strategies and critical thinking activities;
2. the appropriate use of concrete materials at all levels with particular emphasis at the upper elementary level;
3. evaluation of student learning;
4. the development of estimating techniques;
5. the use of calculators as an instructional tool;
6. strategies and tools for evaluating mathematical programs and instruction;
7. the use of computers as an instructional tool;
8. the spiral approach to teaching mathematics.

Recommendations

It is recommended that:

6-33 A district policy regarding the use of computers and calculators as instructional tools in the mathematics program be developed.

Mathematics, 7-12

Submitted outlines indicate that teachers are aware of the Public School Programs expectations for their mathematics courses. In grades 7 to 9, schools make adjustments in the curriculum for various ability levels either by creating homogeneous classes based on mathematical ability and achievement or by forming groups within a classroom. In a few classes there are differing expectations within the topics; however, most adjustments are accomplished by extending time allocations on topics judged to be more important and by deleting other topics.

While this varied approach to student grouping is supported by most teachers who see it providing an opportunity for the students to experience success, there may be drawbacks to this practice of creating homogeneous classes. At an early age some students might be incorrectly categorized as low achievers based on highly computational-based measures which reflect a narrow vision of mathematics. If these students are then placed in classes where the curriculum is narrowed even further, their chances of rejoining a higher-level group are minimal. Furthermore, this grouping practice does not allow for the very positive influence on learning that can be provided by peer models and social interaction. Students in the lowest groups will probably have little incentive to rise above the limited expectations.

At the grade 9 level, students can select a course other than the regular one. In some schools this is the consumer related course and, in others, it is the new Study Skills course.

At Hebbville, a course is offered which resembles the provincial grade 9 adjusted program in the topics covered. Without a district approach to program modifications, students will find themselves in difficulty when transitions are made from junior to senior high school or from one school to another.

At the senior high level, students at all schools have the option of 200 or 400 level courses at each grade. In addition, at Park View Education Centre there is the International Baccalaureate Program option, and, at Chester there is an honors course option at grade 12. In most instances, adjustments in the curriculum occur at the 200 level in light of the diverse junior high backgrounds of entering students. At Chester, there is an opportunity for grade 10 students to take Math 421 for 10 rather than 5 periods in 7 days. The teacher reported that this allows students with difficulty to complete the course.

Most schools are using approved or authorized texts. An exception to this is the use of a grade 8 text at Chester District High School that was field tested but not approved by the Department of Education a number of years ago. In the 200 level courses at the high schools, some have adopted the new Math Matters series; others are using Mathematics For a Modern World texts and units prepared at Park View for these courses.

Most teachers reported that, if they used materials other than the texts, they prepared such materials themselves. Although a few teachers are using some of the teacher resources from the authorized list, there is not a wide use of such materials. In most libraries there are very limited resources in mathematics.

There is some use of computer software to complement the mathematics courses. This is not as widespread as it might be; however, those teachers who are making use of such software as Green Globs report very favorably on its impact on the students. In many schools, however, access to computers by mathematics classes is restricted.

While there are many different timetabling schemes in use in the district, appropriate time is given to all mathematics courses. At the junior high, with most periods being approximately 40 minutes, this allocation varies from six periods per six-day cycle to nine periods per seven-day cycle. Most teachers favor having the students on a daily basis.

In the senior high schools where mathematics is scheduled five days out of seven with longer periods, the teachers reported that once they had adjusted their teaching to the longer time periods they liked the schedule. At Lunenburg, where the semestered system is in place, double work per day is implied by the schedule. Further investigation is needed to determine if the entire curriculum is being taught. At Park View, where grade 10 students are required to take seven subjects, the teachers are concerned that these students have little access to the mathematics study area and resource teachers.

Most of the teachers reported that their main teaching strategy was teacher-directed introduction of the lesson to the whole class followed by individual or group work on the assignment. Some exceptions to this at the junior high include one teacher who has different achievement groups working within the one class, and another teacher who has a class on an individualized program. At the senior high, many teachers of Math 431 and 441 use a small group approach to the problem-solving apsects of these courses.

For most teachers, the texts play an important role in the scope and sequencing of the program. The teachers share with one another and many expressed an interest in more sharing between schools. The co-ordination and leadership of programs at Park View are well done.

A variety of problem-solving experiences are used in the district. Some are not part of a well-defined provincial approach to problem-solving.

There is limited use of concrete materials in the secondary classrooms. No uniform policy exists regarding the use of calculators by students: in some schools calculators are introduced in grade 7; in others they are not used until the end of grade 8. The provincial guides provide suggestions for the use of calculators at all grade levels. The recent documents of the National Council of Teachers of Mathematics (Standards and Essentials for the 21st Century) would be helpful in assisting the district to work on approaches to calculator usage, to statistics and probability, to concept development with concrete materials, to computer utilization in mathematics, to the teaching of problem solving, to estimation and mental mathematics, to 3D and transformational geometrics, and to alternative teaching strategies.

Students are evaluated largely by tests, quizzes, and examinations. Some teachers reported that they use daily classwork, homework and assignments. However, in most cases this does not account for a significant percentage of a student's mark. The practice of placing emphasis on end-of-unit tests and examinations tends not to encourage concept development and higher level thinking skills. A few teachers reported some novel approaches to making their unit tests more formative in nature. Approaches in evaluation that make diagnostic and formative evaluation a natural part of the teaching-learning cycle should be encouraged. There is very little consistency in evaluation in mathematics across the district. In junior high schools, depending upon the school and its policy regarding the number of examinations and exemptions, examinations account for anywhere from 20% to 50% of the final mark in mathematics. In senior high, this could be from 33% to 50%. In some schools common examinations are set for students enrolled in the same course, while in other schools individual teachers prepare examinations for their own students. There was no evidence of a policy regarding the evaluation of the total mathematics program in the district. In schools with department heads, the examinations are submitted to them for approval and in other schools examinations are submitted to the principal.

In all the high schools there is some concern regarding the results in the Math 421 course. Many students find the transition from grade 9 mathematics to this course a difficult one. It is suggested that some work be undertaken to determine causes of this problem and measures to be taken to bridge this gap.

When the Department of Education made changes in the senior high school mathematics program, the district conducted many in-service programs as follow-up to the provincial in-services using teachers from the district and the provincial consultants as leaders. Many teachers of 200 level mathematics would like to see in-service time devoted to the various aspects of their courses. Some teachers are taking advantage of the variable leave provision in the local teachers' agreement to undertake a project regarding senior high programs for students who come to high school after completing an adjusted program in junior high school.

In junior high school some teachers of the grade 9 study skills mathematics course have had in-service work for this specific course. However, most junior high teachers have had little recent mathematics in-service other than that provided by the annual Mathematics Teachers Association conferences. At the junior high level, a few teachers suggested that there should be a course on new methodologies in mathematics.

Provincial mathematics guides call for statistics to be an area of study at all grade levels. This is one topic, however, which is not getting the attention it should in most classes in the district. Many teachers reported that it is left to the end of the year where it gets little or no coverage. Teachers would have to use resources other than the listed student texts to meet the expectations for statistics as stated in the guides. At the senior high some teachers reported that the topic of statistics/probability is one that they are planning to incorporate more fully in their courses.

While most teachers include transformational geometry in their courses, there are some classes where this is not the case. This is most evident in Math 421 where very few students are doing proofs with transformational geometry. Three-dimensional geometry is another topic which gets varying degrees of attention.

Most teachers reported that they frequently called attention to estimation in their classes; however, no one indicated having estimation objectives and a clear-cut scope and sequence for estimation or for mental mathematics.

Recommendations

It is recommended that:

6-34 The district develop guidelines for grouping practices in mathematics at the junior high level.

6-35 The district promote consistent approaches to such skills as the use of the calculator, the use of computers in mathematics, estimation and problem solving and concept development with concrete materials.

6-36 Inservice programs be provided to address methodologies for teaching mathematics.

6-37 Approved authorized materials be used for teaching mathematics.

Music, P-6

The provincial music program is designed to provide for performance, active participation and the development of physical, mental and verbal skills. The provincial music program in grades primary to 4 should be active with lots of movement involving a variety of singing activities. Through the songs, children will learn the various musical elements.

The provincial music program for grades 5 and 6 includes work on musical form, listening, history, knowledge of musical instruments and some theory. Specific activities would include individual or group projects. Students will become familiar with various musical instruments and technology. There should always be some sort of performance, however simple, at this level. According to Public School Programs, students are expected to participate in performances.

The music program is particularly effective when there is collaboration between music teachers and classroom teachers. For an effective elementary music program, Public School Programs suggest minimum time allotments as follows:

Grades	P-1	3x20 minutes per 5 or 6-day cycle
	2-3	3x25 minutes per 5 or 6-day cycle
	4-6	2x40 minutes per 5 or 6-day cycle

Music is taught in Lunenburg district by 16 music specialists, some of whom work part-time, and some of whom also teach subjects other than music. All teachers are knowledgeable of and generally follow provincial guidelines with some very appropriate and effective variations where student needs warrant. Although most children are receiving a minimum of two periods per cycle, several teachers expressed a desire for more time with some classes.

In addition to the regular classroom instruction, most music teachers devote a good deal of extra-curricular effort to glee clubs, choirs, dance, recorder, ukelele and guitar groups, most of which meet before or after school, at recess or noon hours.

That the elementary music program is as successful as it is stems partly from the fact that the elementary music teachers meet regularly to share ideas and information, and also partly from the support given by many of the principals. Nevertheless, several factors, as described below, tend to diminish the program's effectiveness.

The music teaching areas vary greatly. Classes located on a stage or in a gymnasium suffer interruption and cause interference and disturbance to others. In particular, the music teachers at Newcombville and West Northfield are working under very difficult conditions. The storage of equipment for the music program is extremely difficult when there is no music room and teachers are obliged to travel from room to room.

At the time of the survey, it was reported that some music teachers had their preparation time in a block, while other teachers were given short periods several times during the day. Timetables of teachers should be reviewed so that the preparation time during the day is allotted in a block of time rather than in short periods several times.

Some teachers reported that they often are obliged to attend in-service sessions that they feel have little relevance to the music program. It is suggested that the board needs to review the teachers' request for district music in-service and ensure that it is part of the district long term in-service plan.

Although not all teachers were knowledgeable of their music budgets, most were confident that any reasonable request would be honored. Some schools have an arrangement by which money raised at concerts is applied directly to the music budget. There did not seem to be, however, any consistency in the control of such budgets which sometimes are in the hands of the music teacher, and sometimes the principal.

Music, 7-12

The provincial junior high school music program is an extension of the program in grades 5 and 6, and includes work in the same five areas: form, history, theory, listening and projects. Another major component is group performance either through choral or instrumental instruction. Specific studies of composers and their music, or of a specific musical era, are included. An introduction to musical composition and individual performance are also part of the program.

Secondary music in the district is taught by six specialists, four of whom also teach other subjects.

The provincial senior high school music program consists of two major elements: performance (either choral/vocal or instrumental, through school or private study) and theory. Individual effort and progress in performance are major objectives of the program. A wide spectrum of styles and periods in the study of music should be related to world history, literature, art and architecture of the periods under study.

While generally based on provincial guidelines, the programs offered in the district vary significantly from school to school. For this reason, and despite certain common features, each music program is commented on separately.

In Bridgewater Junior-Senior High School there is a wide range of music programs available from grades 7-12. The junior high classes are instrumental, each meeting two or three times per cycle. The high school classes offer Music 321, and combined Music 331-341. Each meets at least five times per cycle. In addition, there is a beginner, intermediate and senior band, a senior and intermediate jazz band, and a combo group. Rehearsals are held before and after school, at noon and early evening.

In Centre Consolidated School, in addition to the regular junior high classes, there is a junior high drama group to which the music teacher contributes. In this school there is also an extra-curricular band which meets after school twice a week. All junior high students are given an opportunity to perform in either drama or music. The band groups are given the opportunity to perform at school assemblies as well as at the local music festival, where they have received distinction on several occasions.

At Chester Municipal High School there is no junior or senior high music program but, two grade 7 classes housed in the elementary building are given music instruction, unlike their peers in the other grade 7 classes based in the secondary building.

In Hebbville Junior High School a music program is available to all grades 7-9. Music is taught by one teacher who also offers two music classes per cycle to special education students. There is a beginning band for everyone who wishes to perform in grades 7-9, a senior band and a jazz band made up of students from grades 8 and 9. Rehearsals for these groups are held at noon hours and/or after school. Music is compulsory for all students in grade 7, with band as an extra-curricular subject for those wishing to participate. The compulsory part of the program is a music appreciation course for the first part of the year, and a careers in music course offered in the spring. Students learn about the different types of music, develop listening skills and participate in class discussion and individual projects. Music is elective in grades 8 and 9, and students receive two periods per cycle. One period deals with theory and history and the other is for performance. Seventy-five percent of the music mark is based on the performance classes, and students are evaluated not only for their progress but for attendance.

In Lunenburg instrumental classes are offered in grades 7, 8 and 9. There is also a junior band which rehearses one noon hour per week, and a senior band which rehearses two noon hours per week and an occasional evening. The evening rehearsal was initiated at the students' suggestion, with full parental co-operation. There is no inventory of instruments at this school.

In Mahone Bay music is compulsory in grades 7 and 8, and the students receive a general music education; rudiments, the development of listening skills, identification of the instruments of the orchestra and some projects. There are two band groups. The grade 7 beginners band originally started with 20 to 30 students, but at the time of the survey only about ten were receiving regular instruction. Students in the grade 8 to 9 intermediate band are still receiving instructions in fundamental techniques. The teacher sets up a noon hour rehearsal once a week from 12:15-1:00 p.m. in collaboration with the physical education teacher. There is no inventory of instruments kept. Some instruments have been rented to other schools.

In New Germany Rural High, music classes from grade 7 to 12 are taught by one music teacher. Students are involved in junior and senior band classes, small combos, small woodwind ensembles, and a jazz band. The instrument inventory is currently in need of review and updating. Many instruments are of good quality but are in need of repair if they are to be used to advantage.

In Park View Education Centre there is a wide range of music courses available: MUS 421, MUS 331 and CMU 336. This latter course is Canadian Music Studies, a course numbered 331 in Public School Programs. The last digit, 6, would indicate, provincially, that the program is taught in French. Such is not the case. Another course, Advanced Music Studies 346, is a course not listed in Public School Programs and for which there has been no request for pilot status.

The students in this high school have an opportunity to attend a wide assortment of performances during the year both in the school and in the community. Evaluation procedures in the high schools include practical tests and a written component. The procedures are similar throughout the district.

For students wishing to rent instruments from one of the schools, the board has established an annual $25.00 rental fee. The fee is $30.00 in Bridgewater for those wishing to retain the instruments over the summer. In Bridgewater the money goes into the band account administered by the Band Parents Association. All instrumental students are required to purchase their own reeds, oil, grease and methods books. The money is used to purchase band music, and small back-up quantities of reeds, oil and other necessities. School budgets occasionally run out and at such times teachers have difficulty providing practice sheets for theory lessons. In Park View, the rental money is administered by the vice-principals and is used for repair and replacement of instruments, as well as the purchase of sheet music, reeds, and other supplies. In New Germany the rental money is used for the purchase of supplies and music, supplemented by the sale of oranges. The remaining instrumental programs operate on some variation or combination of these.

The inventory of instruments needs immediate and long term attention. In those schools where instruments owned by the board are currently in use, the board should initiate a planned program of maintenance and replacement. The survey team was impressed by the contribution of Dr. Fred Prince who has provided a repair service to all the instrumental departments in the district at no cost to the board. There is a need to have a planned program for teachers and students on the regular care and maintenance of valuable school equipment.

Aspects of the instrumental program related to the many differences existing in the various schools should be carefully examined. For example, the differences in compulsory/elective requirements and expectations for students at the junior high level which have resulted in programs that are not only dissimilar, but also affect the senior high music programs.

Recommendations

It is recommended that:

6-38 There be more consistency in the secondary music program throughout the district.

6-39 An inventory of music instruments be taken and regularly updated.

Personal Development and Relationships

Personal development and relationships is a three-year program designed for all junior high students grades 7-9. The teaching guide, Personal Development and Relationships, currently in draft form, contains program goals and objectives, an outline of content, and suggested resources. This draft guide has been made available for use within schools.

The program incorporates content previously found in health, home economics and guidance programs. The personal development and relationships program is intended to provide students with the necessary knowledge and skills that will help them develop positive self-concepts as they grow physically, emotionally, intellectually and socially. The underlying principles of communication and decision making are interwoven throughout each of the five units which are self, feelings, relationships, human growth and development, and career planning.

Implementation of the personal development and relationships program began provincially in September, 1988 with the expectation that all junior high students would be taking the program by the 1990-91 school year. In Lunenburg District, the majority of junior high students at each of the three grade levels are enrolled in the program. Implementation has begun only at the grade 7 level at Bridgewater Junior-Senior High and Hebbville Consolidated Junior High.

The school board is to be commended for the support it has given to its staff prior to and during the implementation process. The program was piloted during the 1987-88 school year at New Germany. Two district in-services for teachers were held. Two teachers were granted variable leave to develop resource materials and to assist teachers with program delivery. A two-day summer institute was held in August, 1988, which dealt with various aspects of program delivery. A support group has been formed to provide the opportunity for on-going communication and sharing among staff members.

The resource kit developed for personal development and relationships by the teacher on variable leave has been made available to each junior high school in the district. Numerous audio-visual resources are on permanent loan from Education Media Services and are located at the Teachers' Centre. Several teachers of the program, however, are not aware of the provincial teaching guide and the philosophy of the program, or of the resources available. In some instances, contrary to the philosophy of the provincial personal development and relationships program, one of the recommended texts on the authorized list of instructional materials was used as the total program.

Lunenburg District teachers of personal development and relationships appreciate the support received from school principals. Various scheduling arrangements are in evidence across the district. Public School Programs recommend, that 80 minutes per week be allotted to this program. In the majority of schools this recommendation is followed. Schools which operate on a six or seven-day cycle have less time for the program.

Evaluation of students is a concern for many teachers. Several noted this as an area in which more professional development is needed. The policies and procedures for student evaluation vary across the district. Examinations in personal development and relationships are required in some schools but not in others. From the tests and examinations reviewed, the majority of questions tested only for recall and not for higher level thinking skills or many of the objectives of the program.

Many teachers and students are excited about this new program. It was reported that having both male and female students in the classes provides an added dimension to the range of discussion and student participation. Other teachers stated that classes should be made up of all male or all female students, particularly when discussing more sensitive issues. On the whole, teachers report that students enjoy the program.

Various teaching/learning strategies are used in the majority of classrooms. This was most evident in classrooms where the teacher participated in in-services to prepare for teaching the program. Other teachers, however, place too much emphasis on the lecture method and use of a textbook. Some teachers expressed concern for effective program delivery and student participation when class sizes are large. Teachers suggested that an in-service on group dynamics would be most helpful.

Parents are informed about the philosophy and content of the program by various means: letters, parent-teacher meetings, student orientation days, and presentations to home and school associations.

Recommendations

It is recommended that:

6-40 All principals and teachers involved in delivery of the personal development and relationships program be provided inservice on the philosophy, curriculum guide and available resources.

6-41 Teaching staff within a school meet regularly to ensure co-ordinated delivery of the personal development and relationships program, to share teaching strategies, and to promote consistent student evaluation procedures.

6-42 Efforts be made to meet the perceived needs of teachers in the area of group dynamics for more effective student-centred teaching of the personal development and relationships program.

Physical Education, P-6

"The primary aim of the physical education program is to help students develop and participate in a purposeful, physically active lifestyle, which will enable them to experience a more enjoyable quality of life." (Public School Programs)

The physical education program in the early years of elementary school should place emphasis on basic game skills and planned outdoor education activities. This program is designed so that all students will have the opportunity to participate in a variety of physical movement experiences that promote positive attitudes towards the pursuit of lifelong personal fitness. At the upper elementary level, grades 4-6, the physical education program includes an extension and refinement of gross and fine motor skills, gymnastics, fitness and emphasis on outdoor activities. Play and movement experiences continue to be important for all children.

In the Lunenburg District schools, some physical education teachers are on circuit serving several schools, while others teach at only one school. The school board is to be commended for the priority placed on physical education with the recent hiring of three elementary physical education teachers. All elementary school aged children are now receiving physical education on a regular basis. The provincial program recommends that five percent of class time be assigned to physical education in at least two regular class periods per week.

Instructional time for physical education in the district varies very little from school to school, with the majority of children receiving two 30-minute periods of instruction on a six-day cycle. This percentage of time falls slightly short of the recommended provincial allotment of instructional time. Instruction is conducted in a variety of facilities. Some schools have well equipped gymnasiums with good storage space, others have multi-purpose rooms with limited equipment and minimal storage. The budget alloted to physical education varies throughout the district. In some schools some physical education teachers reported that planning and management are difficult because of the limited funds available.

In general, provincial guidelines for physical education programs are being followed and all elementary specialists have provided a yearly outline to their principals. Some teachers are not familiar with and consequently are not utilizing many of the teacher resources on the authorized list of learning materials.

The provincial program emphasizes the importance of subjective evaluation in the physical education program. Individual physical education programs can provide for positive observation of each class member. Conclusions can be drawn in terms of motor ability, social and emotional adjustments and physical fitness to some extent. The assessment should take into account the individual child's physical characteristics, level of maturity, effort to improve, physical ability and background of experience.

Within the district, evaluation of student progress and reporting to parents is mainly subjective, following the provincial direction. Recent meetings of teachers have been held to develop a physical education report card. These discussions are facilitated by the recently seconded Elementary Curriculum Consultant who initiated the meetings. Except for attendance at provincial conferences, in-service sessions related specifically to elementary physical education have not occurred in recent years.

Elementary physical education teachers report that they have no opportunity to meet with their counterparts in junior and senior high schools to discuss curriculum matters. Such meetings would assist in planning and in the establishment of a cohesive, consistent physical education program for grades primary to 12 throughout the district.

In the last 10 to 12 years, elementary physical education teachers, principals, and other staff members have arranged a district dance festival. The survey team commends these activities.

Daily physical activity (DPA) is one component of the provincial elementary physical education program. This is a planned program of physical movement experiences intended to be an enhancement of the physical education program. It is designed so that all students will have the opportunity to participate daily in a variety of physical movement experiences that promote positive attitudes toward the pursuit of personal fitness.

In most elementary classes in Lunenburg district, Daily Physical Activity (DPA) is conducted three times a week for 15-minute periods. Some schools are organized so that all classes participate in DPA at the same time, while in other schools teachers individually timetable DPA. Teachers are knowledgeable about the provincial guide, Daily Physical

Activity P-6, and make use of the excellent resources developed within the district.

DPA activities are primarily carried out in the classrooms. In some small, crowded classrooms the delivery of this program is difficult. In some instances use is made of the gymnasium, empty classrooms and the outdoors, when weather permits.

The DPA program is implemented with varying degrees of success and commitment. Some teachers are extremely enthusiastic, whereas other teachers give DPA a low priority. The survey team observed that in schools where principals are committed to DPA the program is usually successful.

Recommendations

It is recommended that:

6-43 In-service sessions be provided for physical education teachers and that they be given opportunities to participate in planning for the sessions.

6-44 Regular meetings of physical education teachers be held in order to develop a consistent program which meets the expectations of Public School Programs in both time and content.

Physical Education, 7-9

In accordance with Public School Programs, physical education at the junior high level should provide opportunities for students to participate in purposeful physical activity and to develop positive attitudes through these activities, to derive enjoyment and to experience success. The program is designed to develop the belief that having a healthy body requires physical fitness and physical activity that will develop and maintain cardio-vascular endurance, flexibility, and muscle strength. Students should learn the basic motor skills that can be adapted and refined by participating in specific physical activities.

In the district, junior high students receive physical education at all three grade levels. Some classes are co-educational, usually at the personal preference of the teacher.

The majority of junior high programs are team sport oriented. For example, students are involved in soccer, volleyball and basketball. Not all junior high students have opportunities to participate in the dance or gymnastic components found in balanced junior high physical education programs as described in the provincial guidelines. Co-educational classes would enhance the opportunity to offer creative, folk and square dancing. Several teachers expressed a desire to have in-service on the dance component.

Common teaching techniques used in the district include demonstrations by both teachers and students as well as applying individual skills in game situations. All junior high students have an opportunity to participate in a variety of intramural and interscholastic activities.

There was no consistency in evaluation of students from school to school, and in some cases even among teachers within the same school. Some students write formal examinations in physical education, some do not. With few exceptions, there were minimal differences among grade 7, grade 8 and grade 9 physical education examinations. For example, soccer, volleyball, and badminton questions, were similar at all three grade levels. Participation in class, attitude, effort, attendance and proper dress are also part of the evaluation. Some teachers use skill testing as another component of their student evaluation.

With the exception of attendance at the provincial physical education conference, teachers have limited opportunities for professional development, especially in the areas of curriculum planning and student evaluation. There have been limited opportunities for teachers to share ideas and activities that have worked for them and to plan and co-ordinate programs within the district.

Recommendations

It is recommended that:

6-45 A district inservice plan be developed and implemented to provide junior high physical education teachers with opportunities to further develop their expertise in the dance and gymnastics components of the program.

6-46 A district policy be developed to ensure consistency in student evaluation in physical education.

6-47 Consideration be given to having more co-educational physical education classes within the junior high schools.

Physical Education, 10-12

A high school credit program in physical education is intended to provide students with the opportunities to participate in activities that provide physical activity, fitness, the development of recreational skills, and the encouragement of active lifestyles. At the same time the program offerings should be consistent with an extension of the junior high physical education program. The activities offered should be current, relevant to the students' needs and interests, and enjoyable. Planned meetings among physical education staff are necessary in order to ensure a diversified and balanced program.

Credit physical education programs are offered to students at Chester Municipal High School in grades 10 and 11, at Park View Education Centre in grades 10, 11, and 12, at New Germany Rural High School in grades 10, 11 and 12, and at Bridgewater Junior-Senior High School in grades 10 and 11. It was indicated that New Ross Consolidated School and Lunenburg Junior-Senior High School did not offer a credit program because the physical education staff was fully scheduled in their physical education assignments at the elementary and junior high levels.

Students enrolled in the credit program throughout the district receive instruction in a variety of time frames. For example, Bridgewater students receive six 40-minute periods in a six-day cycle. Chester students receive only five 40-minute periods in a seven-day cycle. Park View students receive five 60-minute periods in a seven-day cycle. New Germany students receive seven 42-minute periods in a six-day cycle. Public School Programs states that a credit course requires a minimum of 120 hours of scheduled time. The program at Chester Municipal High school does not meet the required time allotment.

A greater proportion of time for the credit programs at Chester, New Germany and Bridgewater is spent in a classroom environment rather than in the gymnasium because of the latter's heavy schedule. This curtails the physical activity component of physical education and places a heavy emphasis on theory, first-aid, anatomy and physiology. The survey team has concerns about the validity of giving credits for physical education courses that involve such limited physical activities. When gymnasium facilities are not available, consideration should be given to developing an outdoor program which involves a variety of physical activities.

Most teachers are aware of the Department of Education guidelines and authorized learning materials but some are not using either the guidelines or the provincially authorized material. Steps should be taken to correct this situation. Planning is based on resources that have been accumulated over years. In some cases these resources are out-dated and do not support the overall program.

There are ample opportunities for all high school students to participate in numerous indoor and outdoor intramural and interscholastic activities. Teachers reported the availability of such diverse activities as being one of the commendable features of their respective schools. Students at Park View have opportunities to participate in a credit program with an emphasis on outdoor education. Teaching techniques and strategies include teacher demonstration and instruction, small group activities, game situations and student-led activities. Yearly plans indicated minimal emphasis on gymnastics and dance instruction.

Evaluating and reporting student progress is done using a number of methods such as skill testing, leadership projects, tests, term examinations and a class mark based on effort, attitude and participation.

Professional development is limited primarily to the teachers' attendance at the annual physical education conference (T.A.P.E. Conference); however, attendance at this conference is optional. Teachers expressed concern that meetings of physical education teachers to discuss such matters as curriculum, evaluation and ideas on teaching methodologies seldom occur. Teachers at the high school do not meet with their counterparts at the elementary and junior high school levels to compare programs and for program co-ordination.

Busing of students to and from interscholastic activities was available on a reasonable basis. Good communication links exist between the physical education staff and administrators, as well as with the community.

Recommendations

It is recommended that:

6-48 The board rectify the situations which result in offering credit for physical education programs which have limited physical activity.

6-49 A physical education committee be formed to assist in the development of plans for curriculum development and in-service.

6-50 The time allotment for the physical education program at Chester Municipal High School be 120 hours as recommended in Public School Programs.

Science, P-6

The teaching guide, Science in the Elementary School, published by the Department of Education, provides a description of the elementary science program for Nova Scotia schools, clearly defining goals, content and methodology. The goal of elementary science is to provide experiences which foster positive attitudes, develop science process skills and provide knowledge of a scientific nature.

Actual hands-on activities in the elementary school science program are of paramount importance. Through these activities, children should be encouraged to develop attitudes of open-mindedness, curiosity, flexibility and persistence. It is intended that the skills of observing, classifying, inferring, communicating, hypothesizing, controlling variables and experimenting be made the focus of classroom practice and instruction in science. Factual content within the program provides a framework within which experiences, attitudes and skills are developed.

Elementary teachers in Lunenburg District generally follow provincial guidelines in planning their science program. At the early elementary levels many science topics are integrated with other subjects in a thematic approach. The survey team observed excellent examples of the development of science skills such as observation, recording, classifying and measurement. However, in several classes science topics such as animals or the weather are merely being discussed. This approach to using only discussion of science topics rather than hands-on activities should not be considered science but a component of the language arts program.

Most upper elementary classes follow the provincial guidelines and a variety of print resources and audio-visual kits are being used to support program content. Most classes use a provincially authorized text series such as STEM, although in a few classes no basic text is used. In these classes library books, a variety of magazines, such as National Geographic, and other print materials are the main resources. Some schools have developed science kits which are circulated among teachers. Most schools have a reasonable supply of library materials for use in science research as well as filmstrips and other audio-visual materials from Education Media Services.

In some schools there is evidence of a process-oriented approach to the teaching of science with many experiments and hands-on activities. In other schools, teachers demonstrate while the students observe and record the experiments. In a few schools the science program is not activity oriented and therefore does not follow the provincial guidelines. The survey team observed that in some classes lack of space or the use of slant-top desks severely limit the possibilities for hands-on activities.

The survey team is pleased that in most schools teachers meet informally once or twice a year to plan a co-ordinated science program for their school, particularly to develop the scope and sequence of topics.

Instructional organization at all elementary grades includes whole group, small group and working-with-a-partner combinations. The survey team was pleased to see that groupings are flexible depending on the nature of the activity. Generally, good evaluation practices are found at the upper elementary level, including a combination of notebook evaluation, observation of class activity, teacher-made tests and project marks.

Availability of science equipment varies throughout the system. Some schools have science cupboards well stocked with materials both purchased and donated by teachers and students. Other schools have little of either type of resource. A few schools borrow equipment from the high school.

Most schools make good use of field trips. Annual field trips to such places as an experimental farm, an egg-grading station, and the Nova Scotia Museum were reported by many teachers. In a few cases teachers also reported that they take students on short walking trips to study the local school environment. Community resource persons are also invited to speak to students on specific topics. All of these activities support the provincial science program.

Many schools report that they have been participating in an annual science fair at both the school and district level. Although teachers report it to be a very positive experience, some teachers expressed concern that many of the entries are of a pictorial nature rather than a construction of a science experience or display.

It is not evident to the survey team that science at the elementary level has been a recent system priority. Many teachers indicate they would welcome the opportunity to increase their knowledge of process science methodology. Only one school reported that a recent in-service in science had been held. Another school was planning a school-based in-service in science later in the school term. Currently, the provincial elementary science program is under review with plans for revision to the provincial guide. Although individual schools should continue to obtain appropriate science equipment and to explore a process oriented approach in the teaching of science, it would be better to wait until further information on the provincial science review is available before considering elementary science as a priority at the district level.

Grades 7-9

The school board is making positive advancement in the junior high science program. Schools are in the third year of implementing the provincial teaching guide, Science in the Junior High Schools, and are using the Science Plus textbooks and teacher resource packages.

There is considerable evidence in student writing, projects, logbooks, experiments, and oral communication that a good science program is being taught in the district. It was evident from observation of junior high science classes that large numbers of students are engaged in successful learning experiences. Many of the activities require that the students be actively engaged with ideas or experiences which challenge them cognitively and affectively. Experiences tend to be hands-on investigations of concrete problems which require critical scientific thinking skills.

Teachers are generally enthusiastic about the new science program. Several teachers stated that, although the change was often difficult, it gave them a new sense of purpose and excitement in teaching science. The junior high science program gives teachers the framework to address students' individual needs while providing opportunities for professional growth in science education.

Students work in small groups where co-operation, sharing and communicating are emphasized. Some science teachers use alternative modes of expressive writing which complement the traditional formal laboratory report. In addition, several teachers are experimenting with developing students' skills in reading, researching, and analysing science literature. Teachers often emphasize applying scientific problem-solving skills to everyday life; however, many teachers indicate that their professional background did not prepare them adequately for relating science to technology. Teachers suggest that this be addressed in future in-services.

The district curriculum team is to be congratulated on the implementation of science support groups. These support groups play an important role in such activities as science fairs and professional development. They were most useful for many teachers in implementing of the science program changes at grades 7, 8, and 9. During these optional meetings, teachers and curriculum staff could exchange concerns and suggestions. These professional development efforts are to be applauded as examples of teachers who are dedicated to improving instruction.

During the implementation period, teachers often met with each other and their principal or department head to plan the science program, order supplies, prepare classrooms, and discuss strategies. It was mentioned on several occasions that communications among schools should be encouraged so that common problems could be addressed and teaching strategies shared. Some teachers teach all of grade 9 science, for example, and therefore have no one with whom to collaborate. Grade level as well as junior high science meetings would be useful in order to develop a co-ordinated program.

The implementation of the junior high science program requires not only the training of teachers and administrators, but also the acquisition of textbooks, teacher resources, laboratory equipment and safety equipment. In addition, some classrooms need to be adapted to facilitate this activity-based science program. The board is to be commended for its financial commitment during this three-year implementation process.

A well planned and well executed evaluation plan is an essential component of science teaching. The most effective evaluation techniques are those which assess individual growth towards a set of well defined objectives. Of all the components of the junior high science program, evaluation was singled out by teachers and administrators as the weakest link. It should be noted that evaluation is the area in which teachers received few resources and little in-service.

Some teachers use the test questions suggested in the Science Plus teachers' resource package and, using these as models, develop methods of evaluation. Some teachers are experimenting with alternative methods of evaluation. Teachers in some classrooms based 75-80% of a student's mark on tests and examinations. Other teachers base 55-60% of a student's mark on projects, assignments, expressive writing, logbooks and journals. A few teachers have developed checklists or anecdotal logs so that students are evaluated on the attainment of skills and objectives during the learning process rather than always at a later date on a paper and pencil test. No examples of experimental or activity-based evaluation were observed. More consistent practices and policies for evaluation in science should be developed.

Grades 10-12

The provincial courses that can be offered in senior high science include Biology 221, 421, 521, 441, and 541; Chemistry 431, 531, 441, 541; Physics 431, 531, 441, 541; Geology 241, 441; Oceanography 331; Physical Science 231 and 421.

The senior secondary program in the district offers a wide range of science courses. High schools not only offer courses in biology, chemistry and physics but many of the schools also offer physical science. Two schools offer oceanography (OCE 331), one school offers geology (GEL 441) and one school is piloting astronomy (AST 430).

A small number of schools have honors courses such as Biology 521, Chemistry 531, and Chemistry 541. One school has the International Baccalaureate Program which serves academically successful students.

Most high schools offer 200 level courses such as Biology 221, Physical Science 231, and Geology 241, while one school offers a pilot course in Consumer Chemistry 240. Schools are following the provincial guidelines for all courses in the science program.

Many schools have added storage space, safety equipment, flat top tables, electrical outlets and a water supply to accommodate the junior high science program. Some schools have large numbers of students in average or under-sized rooms. Teachers remarked that this crowding limits the number of experiments because of the lack of equipment and increased safety risks.

Several of the classes observed are teacher-centred, relying upon lectures as the main teaching strategy. Teachers often remarked that they felt rushed and pressured to cover a large amount of material so as to prepare students for university. This sometimes leads to structuring classes so that students passively copy down content, which is not what is recommended in the provincial guidelines.

There is a wide range of instructional strategies and topics in 200 level science courses. Many of these courses are designed so that students' needs, interests, and abilites are addressed in meaningful ways. Provincial guidelines are being followed in all 200 level science courses.

High school science laboratory activities are usually not designed as experiments for students but are presented in a highly structured manner and are often designed to illustrate a concept or an observation which has already been covered during formal class presentations. There are a few exceptions. Some teachers have developed laboratory exercises which more accurately reflect the processes of scientific inquiry. Students seldom have opportunities to design experiments, apply creative and critical thinking skills, or discuss limitations of the experiment as provincial guidelines recommend.

Evaluation of students is mainly based on tests and examinations which frequently account for as much as 75-80% of a student's grade. Formal examination questions concentrate on recall and simple reorganization of content, with few examples of questions which test higher order thinking. A few teachers had developed examinations which evaluated students at many levels of thinking competencies.

Grades 7-12

The provincial science curriculum for grades 7 to 12 comprises courses and related experiences which are designed to provide students with opportunities to explore the natural and technological world through scientific inquiry and personal experience. The aim of the junior high science program is to develop in students an inquiring mind and a scientific approach to problems. To achieve this aim, the junior high programs must involve the development of positive attitudes towards science; learning of skills and processes which help pupils learn how to learn; promoting thinking ability; and learning content which will be interesting, challenging and relevant to events in the student's world.

Teaching strategies should reflect both the needs of individual students and the philosophies of scientific inquiry. Students should understand scientific concepts, practise social skills, relate science to career opportunities, understand the process of creating scientific knowledge, develop an awareness of the relationship between science, technology and society, improve critical thinking skills, and develop positive attitudes towards science and learning. Good science teaching encourages both personal and cognitive growth.

In most science classrooms, minimal use is made of audio-visual aids and computers. There are few opportunities for students to use computers when learning science. Computer hardware and software should be used as a tool in facilitating learning. Some teachers use these aids as an integral part of their teaching style to emphasize important concepts, demonstrate a process which students could not otherwise experience, or promote discussion.

Some teachers take their students on field trips to study topics in botany, zoology, ecology, and pollution. These activities have many benefits for students and teachers and they are to be encouraged. Practices in safety and supervision of students on field trips varied widely. District policy on field trips should be developed and implemented for all schools.

Some schools have poor facilities for storing dangerous materials. Because of the importance of safety, it is recommended that the board designate a science safety officer to conduct safety audits, identify risks and make recommendations to eliminate them, and co-ordinate safety training for school staffs. The majority of teachers state that they do not have a valid first aid certificate but that they have received in-service in science safety during the past few years. Some schools devote a lot of time and effort to safety in science laboratories and classrooms. One school requires all students to undergo a safety awareness program at the beginning of each school year; however, some schools allow students to work, study, or even do experiments in the laboratory with no supervision. This is a serious concern to the survey team.

Students and district staff produce a strong science fair program. Most schools have a school science fair and those entries judged as the best in each school compete in the Lunenburg District Regional Science Fair. Teachers often spend many hours assisting students in preparing their projects as well as organizing and running the fairs. They are to be commended for their dedication and professionalism in encouraging both excellence and fun in science. Students entered in science fairs feel proud of their accomplishments. It is encouraging to note that the science fair recognizes all of the participants rather than concentrating solely on a few winners. While a few schools indicate a strong competitive spirit, most schools concentrate on student participation as their measure of success.

Recommendations

It is recommended that:

6-51 A district in-service plan be developed and implemented for high school science teachers which would present opportunities for professional development in the following areas:
- strategies for student-centred learning;
- the role of technology in science;
- the role of writing in science;
- updating knowledge of content and processes of science and technology;
- evaluation of science learning.

6-52 Provision be made for safe storage of hazardous materials.

6-53 Principals ensure that there is adequate supervision in the laboratory.

Social Studies, P-6

The provincial elementary social studies program is designed to assist children to develop an understanding of the interdependence of people with their physical and social environment and with each other. Provincial curriculum guidelines emphasize the formation of concepts and development of skills rather than the simple acquisition of facts. Integration with other subjects is encouraged. A variety of techniques and resources encourages active learning and discourages reliance solely on commercially prepared textbooks in the traditional sense. A detailed teaching guide, Social Studies for Elementary Grade Levels, is published by the Department of Education and should be used by all teachers.

There is evidence of teacher knowledge of the guide and of some social studies activities in virtually every elementary classroom throughout the district. Integration with language arts and other disciplines from early primary throughout the lower elementary level is generally practised; social studies is more often taught as a separate subject at the upper elementary level. Teachers are generally familiar with the provincial course content for their grade levels and use a variety of resources and techniques to ensure opportunity for concept and skill development. Map and globe skills are taught in most classrooms in varying degrees depending upon the grade level and available resources. Team members noted that commercial maps in use were often out-dated. Teachers said they are generally aware of the resources available through the Nova Scotia School Book Bureau but did not often speak of having such resources at their disposal. Several other resources, such as materials from Education Media Services, videos, and museum kits seem to be more familiar in some schools than others. Several are making good use of the M'Kmaq television series.

The team was impressed with the involvement of community and parent volunteers in district schools. Many teachers also make good use of educational field trips, including those within their own community, all of which are important supports to the social studies program.

Time devoted to social studies as required by the Public School Programs is appropriate.

The survey team was impressed with the wide variety of teaching techniques used. While not widespread, some concerns are worthy of note; for example the selection of themes for the social studies curriculum should be more carefully considered to ensure that the appropriate social studies concepts are developed. There should be sufficient latitude for students to self-select creative projects which encourage use of higher order thinking skills.

Most teachers use a wide range of evaluation techniques including observation, unit tests, student participation, daily work and projects.

Professional development in social studies is of concern to teachers and to survey team members. Collaborative planning is not generally evident at the school level. Communication between teachers at the same grade level in the same school is fairly commonplace. Articulation with teachers of the adjacent grade is less common, and an overview knowledge of the curriculum within the school by all teachers is comparatively rare. Many teachers feel the area of social studies is in need of attention. Teachers have a good base upon which to build; they would welcome leadership in the co-ordination and development of the social studies program. The recent addition of a system elementary curriculum position is already having a positive effect.

The establishment of curriculum support groups for district teachers could easily extend to social studies. In so doing it could quickly elevate awareness and system-wide standards of curriculum and resources.

The survey team members conclude that, with the current teaching staff and curriculum leadership now available, that the elementary social studies program can quickly meet provincial standards.

Recommendations

It is recommended that:

6-54 Schools review and select appropriate and up-to-date elementary social studies resource materials from the Department of Education School Book Bureau and other sources.

6-55 The district build upon the elementary social studies curriculum support group by providing in-service activities at both the district and school levels which concentrate on:
(a) assisting teachers and staffs in developing coordination of the social studies program;
(b) encouraging teacher interaction and communication about social studies curriculum - laterally and vertically (adjacent grades).

Social Studies, 7-12

Social studies in junior high school as outlined in Public School Programs for grades 7 and 8 focusses on Canadian history, Canadian and North American geography, and municipal and provincial government. The program develops the skills and perspectives of each of these social studies disciplines.

An integrated social studies program is offered in grade 9 through the new Maritime Studies course. A political science unit in this course completes the three-year civics strand with a look at government at the federal level.

Most junior high social studies teachers are knowledgeable about provincial guidelines and in general follow appropriate time allotments as set down in Public School Programs.

Lunenburg District is fortunate to have a large number of dedicated and energetic social studies teachers at both the junior and senior high school levels. The survey team was impressed with their concern for both the intellectual and personal development of their students. There is good potential for professional growth and development for teachers if in-service and leadership are provided.

The survey team is concerned about the additional courses which have not been approved by the Department of Education; for example, human relations at Bridgewater Junior-Senior High School and Multiculturalism at Centre Consolidated School. There is also considerable adaption of some approved courses. In many cases, in junior high schools, the Maritime Studies course has been considerably altered from its prescribed outline, in some cases with little regard for the overall aims and objectives of the course. All courses are to follow provincial guidelines; significant changes must receive provincial approval through the pilot process.

Few teachers have successfully integrated or blended the history, geography and civics into a single social studies course as is the design of the prescribed Maritime Studies course. While there is usually little evidence of process learning, the Maritime Studies course has led to a broader range of instructional strategies, including an emphasis on the desired problem solving approach found in this course.

The two unauthorized courses referred to above were developed for students who do not take French. Such new courses as these need provincial approval and must be processed through school and district channels as outlined in Public School Programs. There is lack of district-wide social studies courses designed to meet the needs of a diverse student population. This is particularly true for students of lesser ability in both junior and senior high schools. Teachers and administrators should review guidelines and materials available for an adjusted program and the 200 level courses to meet some of these special needs.

The survey team was impressed with the concept of the adopt-a-student program at Mahone Bay Junior High School. In this program the teacher is assigned a few students who need extra help. The teacher becomes a counsellor/resource person for these students.

There are many differences in the treatment of homework and student assignments. Some students who have not developed the skills to do independent work in junior high have difficulty with courses that involve a great deal of research when they arrive at a high school that puts emphasis on research. Study skills, including research skills, are important components of the social studies program.

Most often field trips for social studies classes involve visits to Louisbourg or the Citadel in Halifax. In addition to such trips, more thought should be given to using the local area for field trips. Mapping skills for example, can best be done in local areas. The cost of field work in the local area in time and money is comparatively low, yet the experience may be most valuable. In one school there is an outdoor lab used by science and physical education which could also be used by social studies classes. Some schools such as in Lunenburg Junior High make frequent and profitable use of local field trips.

At all levels, teachers are well supplied with the necessary authorized texts. Classes are supplied with either a class set or individual copies of materials. Social studies teachers are aware of the authorized textbook list and Education Media Services materials. Attention needs to be given to the selection of materials for students of low reading ability, particularly at the grade 7 and 8 levels. There is a shortage of geography materials such as topographical maps and globes at both junior and senior high levels. However, few teachers are aware of the authorized computer software list. With few exceptions, computers are not used in social studies classes for computer assisted learning. Assistance to enable teachers to use various computer programs effectively in social studies is available to individuals at the Teachers' Centre.

Teachers in general spoke well of school libraries in support of the teaching of social studies. In a few cases, teachers indicated that they would like more input into the selection of library materials to support their programs. Tight bus schedules often limit the use of libraries and computer labs, especially when these facilities are not available to students during noon hour.

At the senior high school level, Public School Programs provides for the following courses: Canada Studies 321; Economics 331 and 441; History 421, 231, 431, 241 and 441; Law 341; Modern World Problems 341; Political Science 441; Sociology 341.

History courses are well established and are usually taught by teachers with a history background.

Geography and economics courses are not taught in all high schools. These courses are well developed in some schools. In other schools, these courses could be strengthened by further orientation and professional development sessions.

Good courses in political science, modern world problems and law are offered in many schools throughout the system. For these courses there is a need for more district consistency in course content and evaluation methods.

Major revisions of courses such as the grade 10 Canada Studies course in New Germany, require Department of Education authorization as pilot courses.

In small schools it is difficult to offer as great a variety of social studies courses as is offered in larger schools; thus, special planning and effort are necessary to arrive at a balanced program.

Program planning is done by social studies teachers with little or no feedback from school or district administrators. There is a need for district leadership in social studies. In most cases, in secondary schools, the principal does not take an active role in program planning or its evaluation. There are social studies department heads in four high schools; however, in some schools little time is provided to these department heads to work with curriculum or to assist teachers in professional development. Good rapport exists between teachers and the heads of departments. The expectations of principals about the role of department heads vary throughout the district.

While some innovative and exciting activity-based courses are evident, lectures, question and answer sessions, and note taking activities are the most common methods in the district. These approaches may create an overemphasis on content rather than a balanced program which includes process learning and skill development. Very few of the tests or examinations reviewed by the survey team tested the students' ability to compare, apply, synthesize or infer. Most of the questioning is at the knowledge and comprehension level. The survey team did note some good essay questions; however, in some cases, little consideration is given to the amount of time necessary to write an essay properly. For example, students writing examinations in one junior high school were asked to compose two well-constructed 300-word essays in one period, leaving very little time for students to plan and organize their answers.

There is little evidence of co-ordination of student evaluation in social studies on a district basis. Principals and/or department heads in both junior and senior high schools should review and discuss with teachers evaluation policies and practices, including tests and examination questions, on a regular basis. In schools that have stated that the improvement of student evaluation is a priority, the examination questions are reviewed by the principal.

The survey team was impressed with the concept of variable leave which the board has instituted. Several social studies teachers expressed interest in the process. The use of variable leaves could be an excellent way to strengthen parts of the district social studies curriculum.

There is a need to develop a plan for strengthening and co-ordinating the social studies curriculum through in-service, which should include skill and concept development, the integrated approach, instruction on topic development, student evaluation, use of local field trips and the use of computers in the area of social studies.

Teachers express a desire to participate more input in the social studies in-service program during the initial stages of planning and development. Effective follow-up and monitoring are necessary, particularly at the school level.

Teachers reported a lack of communication among those who teach social studies courses at the same level. With the exchange of ideas and materials, all teachers could benefit, including those new to teaching social studies. More communication will help alleviate the feeling of isolation that some teachers experience. The survey team is pleased to see that some teachers create a positive learning environment with varying learning approaches and evaluation techniques.

Recommendations

It is recommended that:

6-56 Social studies courses adhere to provincial guidelines, and unauthorized courses be submitted to the Department of Education for approval.

6-57 There be a greater level of involvement by district and school administration in providing leadership and supervision of the social studies program.

6-58 More learning materials such as globes, maps and computer software be acquired to support the teaching of geography at both the junior and senior high levels.

6-59 District opportunities be made available for social studies teachers to become familiar with computers and their potential to enhance social studies programs.

6-60 Statements of district policies and practices be developed for student evaluation in social studies and that these statements include guidelines for the preparation of examinations and test questions.

6-61 In-service sessions be planned and provided for secondary social studies teachers to address weaknesses in the program.

CHAPTER 7

SPECIAL PROGRAMS

Alternative Programs

Meeting the needs of a variety of learners is a challenge for all teachers in all schools in the province. Public School Programs states:

> Curriculum must be adapted to meet the varying rates, patterns, and needs of all students from elementary through senior high school. Minor modifications of curriculum are encouraged at the local level to meet the identified special needs of students. If significant modifications are needed, requests for such changes should be made to the Department of Education for a local pilot.
>
> Modifications may take the form of adjustments in the number or type of assignments, in the selection of alternative strategies or materials to better complement the student's style of learning and/or in the methods of evaluating student progress. Such modifications are intended to encourage teaching to the individual student's strengths and interests while providing remedial instruction in appropriate areas. Students requiring modifications of this type may simply need these adjustments for a limited period of time. They should receive such attention within the regular classroom, from Primary to 12 inclusive, and not in separate classes.

To meet a variety of learners' needs at the secondary school level as required by the policies stated in Public School Programs, a range of options are suggested: alternative programs such as the provision of an adjusted program for grades 7, 8 and 9; the offering of a variety of levels of courses at grades 10, 11, 12; the provision of specially developed programs such as work experience, pilot courses or programs; and using the community to extend classroom learning. In-service, staff meetings, study opportunities, and professional reading are some of the methods used to develop teachers' abilities to meet the needs of a broad range of learners.

In the district, the following programs are reported:
Junior High Level:

Adjusted - Chester Municipal High
- Mahone Bay Consolidated
- Bridgewater Junior-Senior High

Special Instructional Groupings
- New Germany
- Hebbville

Other - Extensive use of resource teacher at Centre Consolidated

Senior High Level:

Transition Program (Grade 10 Level)
- Lunenburg Junior-Senior High
- Park View Education Centre

Work Experience
- Park View Education Centre

Co-operative Education
- Park View Education Centre

Other
- Resource Teacher for special group instruction at Park View Education Centre
- Vocational Transition Program for Park View students in co-operation with Southwestern Region Lunenburg Campus of the Nova Scotia Community College.

Although this appears to be an impressive list, concerns about some of these programs were reported by some members of the board, senior staff, school administrators, as well as a number of teachers. These concerns included a lack of district-wide co-ordination and evaluation of alternative programs, differences in placement criteria and practice, and a variety of inappropriate teaching methodologies, evaluation practices of student achievement, and curriculum content. These concerns were also reported in the district's own report entitled The Present Status of the Junior High Program in Lunenburg County District School System and Recommendations for Change. This report recommends "more co-ordination and standardization of procedures and curriculum content" for the junior high adjusted program. Another important recommendation of this report is to "increase and improve junior high teachers' in-service training, concentrating on teachers' skills and abilities to cope with the variety of student ability levels." The survey team endorses these two recommendations.

At the high school level, both Lunenburg and Park View have transition classes. The goals of these classes include the provision of a remedial year from grade 9 to grade 10, not provided for in Public School Programs, and the facilitation of the transition from school to work using work experience, job search and occupational orientation. A potential outcome for some students is to move to a regular grade 10 program; however, it is expected that many students will leave school to find employment or attend job training. At Lunenburg, it is reported that the semestering system facilitates remediation in core areas in the first part of the year, leading to an improvement in skills so that regular course offerings can be successfully completed in the second semester. Park View offers a pilot program intended to give students an opportunity to enter the Nova Scotia Community College system. It is a co-operative effort between this public school and the community college; both institutions instruct students for one year. Although results are as yet uncertain, it is an innovative idea for lower-achieving students to facilitate their entry into a job training option.

The survey team commends individual schools throughout the district for their sincere attempts to provide for lower-achieving students. However, because of the wide range of personal philosophies on which these initiatives are based, there is very little consistency across the district. For example, in recent years some schools have eliminated the provincially recommended adjusted programs in support of a mainstreaming philosophy. In one school, the survey team noted the adjusted program was being reinstated, while in another, an entire school regrouped for instruction to provide a "modified" program for classes with lower achieving students. Different philosophies were also seen through the type of instruction provided; for example, to some, remedial instruction was seen as more drill and practice; to others, it meant an analysis of the problem area and a selection of appropriate teaching methods, including practice opportunities. Some teachers can provide remedial experiences within a regular class while others believe it can only be provided in specially constituted classes.

Attention at the district level is needed to improve these programs, including the development of a better understanding of the features of developmental, remedial and alternative programs, and an understanding of when, and for whom they are appropriate.

In future, alternative programs should include common elements, developed by staff, and reviewed and approved by the board and the Department of Education as required. These programs should be clearly articulated in descriptions which include the purpose, goals and objectives, the type of learners, selection criteria, the procedures for placement (including the role of parents), the curriculum (including teaching methods and student evaluation methods), public information plans, the uses of community resources to enrich the students' programs, methods to monitor school and district-wide programs, and a designation of leadership to support these programs. It is important that there be an increased emphasis on alternative programs in the future. The assignment of district leadership and support by the senior administration and board should help to improve alternative programs.

Program Enrichment

Public School Programs, states:

> Administrators should make every reasonable effort to ensure that individual students who display superior academic, musical, artistic, linguistic, or physical abilities, are given the opportunity to develop these abilities. Special classes are not usually necessary nor in most cases practical, but personalized individual programs are both encouraged and supported.

In June 1988 the school board accepted in principle a policy document entitled Philosophy of Gifted and Talented Education. This policy defines giftedness and commits the board and its staff to the development of a program for the education of gifted and talented students. To facilitate an understanding and to select a suitable model for implementation, gifted children were defined as those who had the following traits: above-average ability, although not necessarily ability as measured by intelligence tests; task commitment; and creativity. The underlying goal of this policy is to "transform student's high potential into creative production of knowledge or art."

The survey team observed examples throughout the system of elementary teachers providing special challenge to individual students. Two elementary schools, Petite Riviere and Bridgewater Elementary, representing a small and a larger school, were specially designated to develop programs for gifted and talented elementary children. The survey team is supportive of such approaches which can lead to enrichment across the school curriculum for all children in the school. With such programs in a school, staff meetings often become curriculum-centred meetings.

At the junior high level, no district-wide plan for implementing the board's policy to meet the needs of gifted and talented students was reported. Some individual teachers present activities of special challenge to their students. Some resource teachers report that a few principals encourage them to provide individualized instruction for more able children. The survey team suggests this is an inappropriate use of resource teachers who are funded under special education to work with underachieving children.

Until the board and senior staff develop plans to implement the policy at the junior high level, regular classroom teachers can provide creative challenges through experiences that are based on the provincial school curriculum. These experiences could add variety, depth, and complexity to studies and extend the regular curriculum through the development of enrichment centres including libraries, language labs, drama clubs, science fairs, mathematics clubs, gymnastics, groups, and music rooms. Further use of community resources can provide additional ways to encourage students to develop their interests.

To be consistent with provincial junior high school objectives, planning for programs for all students should focus on creativity (originality, elaboration, flexibility, fluency), communication (interpersonal, interpretive, non-verbal, verbal, listening), personal growth (self-concept, decision making, critical acceptance, coping with successes and failures), motivation (curiosity, imagination, risk taking, complexity), and independent study (research skills, study habits, organization, problem solving).

At the senior high school level special interests and talents can be addressed through course selection and extra-curricular programs. Some teachers are already enriching daily and weekly activities; others require professional development opportunities to learn how to challenge gifted and talented students.

Other programs organized by the school district include summer day camps for elementary-junior high students. Camps for French Summer Fun, art, volleyball, music, and others such as gymnastics are offered when requested. These are user fee camps and are held in various locations throughout the district.

A music camp for students from grades 6 to 12, accommodating 250 to 300 students is held for a one-week period each summer. This camp primarily attracts students who play band instruments.

The survey team was impressed with the idea of special leadership camps provided to selected junior and senior high school students. One boy and one girl are selected from each school. It is reported that the leadership training received during these camps has resulted in much improved school councils because the students learn to assume leadership roles, conduct meetings, and focus on tasks to be carried out by councils.

The program entitled Stretch for Excellence is also provided for one week during the summer. This enrichment program is established for gifted grade 8 students nominated by junior high school staff members. Students spend two days at St. Mary's University in Halifax and three days at Park View Education Centre. While in Halifax, students have special tours such as visits to the St. Mary's University campus, the observatory, a television station, and tours of Halifax Harbour. Other aspects of the program include sessions on creative writing and special events related to oceanography.

Meeting Needs Through Special Education Programs and Services

In 1986 the board received a report entitled Speech and Language Services - Lunenburg District School Board and in 1987 a report entitled Review of Lunenburg District Special Education Programs and Services. These reports had been requested by the district board to provide an overview of the existing programs to identify and/or confirm areas of concern for the board and district staff and to recommend future considerations to the board. This survey report provides an update on progress made by staff in attempting to respond to the recommendations of the 1986 and 1987 reports. In special education there are some areas where district-wide co-ordination is necessary. The co-ordination is provided by a Supervisor of Special Services under the direction of the Assistant Superintendent of Programs. This recently appointed Supervisor is responsible to the senior management of the board and has duties related to principals, resource teachers, special education class teachers, speech and language pathologists, guidance counsellors, school psychologist, and teacher assistants employed for special education purposes. The Supervisor shares responsibility with other supervisors for specifically assigned tasks such as working with the Supervisor of Curriculum on the implementation of the newly developed adjusted program at Mahone Bay.

Implementation of most of the recommendations of the speech and language report was led by the Assistant Superintendent of Programs. Opportunities for speech pathologists to meet regularly to handle issues and concerns are now available, leading to improved morale among the pathologists, who report their Supervisor respects them as professionals and supports their work. The board continues to be supportive in providing professional training opportunities for the speech pathologists.

There is now more consultation with external agencies, particularly public health nurses, in the general screening of children with suspected hearing difficulties. The selection of a central location for office space has provided opportunity to prepare schedules and programs, organize correspondence, share professional material and teaching resources, and in general, plan for the improvement of service in the district. Although there is less than adequate space for speech pathologists to work in some schools, the pathologists are optimistic that facility-related difficulties will be alleviated as a result of new plans for buildings in the district. It is important that school principals continue to be co-operative in planning work areas that are free from noise, traffic and unnecessary interruptions. These areas should contain appropriate furniture, lighting and electrical outlets, and be well ventilated.

Caseloads for speech pathologists compare favorably to those in other school districts. Because speech pathologists caseloads change from year to year, it is important to inform school staff and the public that a reduction in time in individual schools is a positive sign and not the loss of service. It is positive because the speech pathologists' caseloads are established on the basis of need according to severity of problems. For example, it is reported that one school had services of a speech pathologist for one full day a week; this time was reduced to one afternoon per week. This was a legitimate adjustment and will occur periodically. It illustrates that teachers and parents in the school are better prepared to supplement services, or that the children have improved sufficiently that continued service to the same extent is no longer warranted.

There were many areas of concern identified in the report entitled Review of Lunenburg District Special Education Programs and Services, and many are being addressed. The survey team notes the following excerpt in the Board's 1987 annual report:

> The Nova Scotia Department of Education conducted a review of the Lunenburg County District School Board special education program in May 1987. The results and recommendations of this review were presented to the board in August 1987. In reaction to this positive review, the board has begun to act upon the recommendations. Two committees, consisting of teachers, administrators, special education personnel, and parents, have been struck. A policy and procedures committee is in the process of reviewing and improving the special education delivery model for the county. The end product of this review will be a handbook for educators and the public on philosophy, policy, and procedures for special education. A professional development committee is reviewing the in-servicing needs of special education and regular classroom teachers. The recommendations of these groups are expected to be presented to the board in early 1988.

Considerable work has been accomplished and a new handbook is now in draft stage. The process used to develop the handbook allows for modifications to be made as each constituent group reviews it. Several meetings have been held this year, particularly with the school principals. This process has led to the development of school-based teams in some of the schools to facilitate decision-making prior to the involvement of special education staff. This emphasis reinforces classroom teachers' responsibilities for addressing the learning needs of a variety of children. While the consultation process is long and involved, it is already reported by staff to be leading to more consistent understanding and practices throughout the district. The involvement of school staff should lead to better analysis of the curriculum and methodology offered in regular classrooms and should help to reduce case loads of resource teachers to include only those children with serious learning problems.

There continues to be debate in the district about the use of labels to differentiate children. The survey team continues to support the position that while labels are potentially debilitating to children, they have benefit when used properly. Their use enables staff to address questions of selection and provides a basis from which teachers are able to research and study specific conditions in order to work effectively with some children. This will help staff to identify more clearly the programs required, and to allocate resources.

A district-wide student services team has been formed and includes representatives from speech services, the psychologist, the Supervisor of Special Services and representatives from the mental health clinic. It extends the capability of the school district and the community in general to respond to the needs of some children. The survey team is pleased that more professional contacts are being made with provincial and regional agencies developed to support children and their families. More case conferences are being held and improved communication links are evident.

The 1987 special education report suggested a need to improve public relations. This point was again made to the survey team through public submissions. Two specific advocate groups, the Lunenburg County Association for Mentally Handicapped Persons and the more recently formed Association for Learning Disabilities, meet with the Special Education Supervisor and present suggestions and concerns. This interaction is reported to be very positive and productive.

Individual plans for educating students in special education are now in written form, shared with parents, and signed by them to record their endorsement. This is a positive step, although there is considerable variety evident in defining student needs, objectives, curriculum strategies, materials, and evaluation of student progress. A plan to address professional development and program evaluation in this area is recommended.

There continues to be a need by teachers to become less reliant on individual standardized tests as a basis for program development. The survey team suggests that resource teachers who must assist individual students to function better in regular programs, study program expectations of the regular grades by becoming more familiar with the provincial guide and grade level expectations. For example, the elementary language arts guideline has general expectations established for the end of grades 2, 4, and 6. As well, a provincial resource entitled Checkpoints provides assistance in assessing mathematical difficulties and offers remedial solutions. Resource teachers using them could identify benchmarks that may be used to determine whether the child is at, above or below grade level. More discussion about program expectations with the new school-based teams may lead to more focus and more appropriate referrals for service.

In the 1987 report the following questions were offered for consideration and their relevance continues:

- What are the classroom teacher's benchmarks for deciding when a referral to special education is warranted?
- How much of an effort is made to teach the child and/or remediate the problem by the classroom teacher prior to referral to special education?
- How adaptable are the regular classroom teachers in meeting the diverse needs of children in their classrooms?
- What role do the principals assume in monitoring children's progress and the referrals in their schools?
- What is the emphasis in curriculum in the classrooms - does it foster independent work habits, self-correction, pride in work well done, and study skills, etc.?
- When is a problem a real problem and when is slower (or faster) development within normal expectations of most children?

In the past year the board has employed a psychologist to work in this district. As a result, most of the outstanding assessment needs in special education classes have been addressed. The psychologist's role provides in-depth and restricted assessments and program consultation, particularly with the students with severe behavioral needs. He attends regularly scheduled meetings with speech pathologists, guidance counsellors, and resource teachers, and oversees specialized assessment in all schools. He is making an effort to meet the staff of each school by visiting at least once a month. Written reports are developed on all assessed students. The reports have established a standard for the district.

The survey team was impressed by the praise for the psychologist expressed by parents, guidance counsellors, teachers, and principals. The survey team, however, cautions the board about extending one professional too far within a system of this size. The board may wish to consider deploying staff to provide assistance and to allow for the inclusion of a research component which would be useful for the board.

The survey team recognizes the need for improved understanding of the role of teacher assistants. The role of the teacher assistant and that of the classroom teacher are not interchangeable.

The board has been paying for the services of an independent occupational therapist. It is reported that this occupational therapist is currently employed at the hospital which is in the domain of public service. The survey team suggests that the board should investigate this service to see if it can be obtained as a free service from the hospital.

As reported in the former study, the placement of students in Verge House needs to be reconsidered. To be consistent with board philosophy on integration, the high schools should accommodate these students, particularly after new schools and additions are constructed. School-based programs should assist these young adults to adapt to the diversity of opportunities found in society rather than focus their energies only on self-contained workplaces.

The survey team is pleased to see the progress made in the period of time from the review reports to the visit of the survey team. Clearly, all of the recommendations cannot be implemented at once, but much credit should be given to the staff for what has been accomplished.

Recommendations

It is recommended that:

7-1 The board establish a philosophy, policies, practices and a common nomenclature for meeting the needs of students requiring alternative programs.

7-2 District leadership be specifically assigned for the evaluation of student progress and program effectiveness in alternative programs.

7-3 The recommendations of the 1986 report entitled Speech and Language Services - Lunenburg District School Board and the 1987 report entitled Review of Lunenburg District Special Education Programs and Services continue to be implemented.

7-4 All special education programs be regularly evaluated.

7-5 Special education staff be assigned according to district appraisal of student needs.

Summer School

Summer school is available free of charge for Lunenburg District students in grades 7 to 12. Although started in various locations six summers ago, it is now based in two centres, Chester Municipal and Park View Educational Centre. An additional small number of students attend a remedial English program at Bridgewater Elementary School. Students, upon the recommendation of principals, are eligible to attend classes in English, mathematics, social studies, and science. During the summer of 1988 most of the programs were at grades 7, 8 and 9. One of the interesting features of the summer school program is the employment of a teacher to work with all junior high classes for a two-hour period to teach study skills.

The Co-ordinator of the Summer School is also the co-ordinator of Adult Education; he organizes the summer program, engages teachers, and in general monitors the program. Information on each of these programs is maintained by the District Co-ordinator. Applications and general information is readily available from the board office.

Students must be recommended by the principal and have final school marks greater than 40 and less than 60. Final marks are established on the basis of 60% from the summer school mark and 40% of the mark received during the regular school year. There is a high pass rate, attributed in part to a more focussed program, familiarity with the school work, and high motivation of the students.

The summer school program is operated during the month of July for four weeks. Classes are held from 8:30 a.m. to 12:15 p.m., Monday to Thursday. Students must provide their own transportation. A charge of $100 is required from students who don't fit the criteria, including those from outside the district. The number of students registering each summer ranges from 200 to 250.

The remedial English course offered at Bridgewater Elementary is established for students going into the grade 7 level. Students who take this program are recommended by the elementary schools at a rate of two per school. This program has been regarded positively and students are reported to benefit from a concentration in areas of language instruction. However, the Regulations Under the Education Act state that summer school grants provided to the board are subject to specific conditions including:

> "the courses shall be only those listed in the school program for Grades 7 to 12 inclusive...", and the "pupils must have been enrolled in the course during the previous school term..."

Recommendations

It is recommended that:

7-6 Summer school grants be used in accordance with the Regulations under the Education Act.

CHAPTER 8

SUPPORT SERVICES

Guidance Services

Public School Programs states:

> Effective guidance services are vital to the operation of a comprehensive school system. These services are an integral part of instruction and counselling for all students and are developed and provided co-operatively by teachers, administrators and trained counsellors.
> The aims of guidance services are based on the aims of public school education and are designed to provide opportunities for students to acquire the knowledge and to develop the skills and attitudes necessary to:
> 1. understand and appreciate themselves (personal development);
> 2. relate effectively with others (social development);
> 3. develop appropriate educational plans (academic development); and
> 4. develop appropriate career plans (career development).

The guidance program in Lunenburg District is developed on a school by school basis. There are no district guidelines or policies for the provision of the program and no written general role or job description for school counsellors. At the district board level, the person responsible for leadership in the guidance program is the Supervisor of Special Services. District leadership is required to bring order to a program which, with divergent demands on its staff, has developed in different directions. The implementation of all aspects of the provincial and district guidance program requires district-wide leadership.

In the absence of a district leadership policy, the program has developed in unique ways resulting from the initiative of the school counsellors themselves in forming a local area counsellors group. This group comprises counsellors from Lunenburg and another district and from the community college system. The purpose of the group is to exchange information, address issues of mutual interest, and, more recently, to develop programs intended for district-wide delivery. As an example, the crisis intervention team concept is presently under development by this group, with one of its members providing co-ordination. This concept has been developed in response to the growing concern for adolescent and childhood suicide and depression. It is intended that teams which include both school and community personnel will be set up in each school. In addition, in-services will be planned for teachers around main themes such as General Information on Suicide, including definition of at-risk groups, methods for intervention and assessment of risk. The survey team supports these efforts.

The district grants time for the counsellors group to meet within school hours. One problem reported to members of the survey team is that part-time counsellors with teaching responsibilities are unable to attend some meetings. These counsellors must find school staff to teach their classes, and it is felt that this puts a strain on teacher good will. The district Supervisor of Special Services and the district's school psychologist attend many, if not all, of the meetings.

The fostering of individual school autonomy has led to the development of school-based guidance programs that are unique to each school. These programs developed in response to the needs of individual schools, but few schools reported a needs assessment had taken place. Counsellors praised school principals for their support and described such support as an essential ingredient in the development of school guidance programs. The survey team agrees that principals play an important role in the success or failure of guidance in the schools.

There are presently 8.3 full-time equivalent guidance positions in the district, filled by ten counsellors. Three counsellors have both counselling and regular classroom teaching duties and one counsellor has guidance responsibilities in two schools. This provides a ratio of one counsellor to approximately 375 students. This figure, however, is misleading in that, when counsellors teach regular courses, the responsibilities of teaching often overshadow their counselling responsibilities. This creates a conflict for counsellors which is difficult to resolve because the demands of both jobs are time consuming. Similarly, in schools that contain both junior and senior high schools the demands of the two levels are different, resulting in one level often receiving priority over the other. Priority is most often given to senior high, with emphasis at grade 12. The survey team was informed that sometimes the only service to the junior high is formal information-sharing sessions. In schools where elementary and junior high students are present, some counsellors report difficulty in responding to the demands and needs of the two levels.

In this district, elementary guidance service is carried out mainly by teachers and principals. The elementary curriculum supports similar objectives, particularly those relating to personal, social, academic, and vocational awareness. The extensive elementary testing program is, in most cases, carried out by principals and teachers.

Most counsellors have some specialized training at the graduate level or are in the process of acquiring this training. This speaks well of the level of counsellor professionalism in the district. Other than their own meetings, self-directed study, or conferences, there is no district plan for professional development.

Individual students are counselled for personal and social reasons. The provision of individual educational/vocational counselling is supported by principals and counsellors. Little group counselling or classroom teaching on counselling topics is evident. In schools, especially where the counsellor has other roles or where travelling is required, the provision of group activities would permit more contact between counsellor and students. The provision of group activities helps the program to become developmental and preventive in nature rather than crisis oriented. Some counsellors would like to provide more group activities; they recognize that these group activities may be offered both inside and outside of instructional hours. A few counsellors run group programs in both time frames. Teachers are co-operative in providing time for guidance program activities when requested but counsellors recognize the fact that this is a favor granted by teachers and not part of regularly scheduled school program activities. Some counsellors participate in the junior high program, Personal Development and Relationships. The survey team supports counsellors' involvement in the career themes as well as the broader elements of guidance found in this program.

The counsellors are pleased with the support of community agencies and the district's school psychologist. The counsellors are skilled in deciding when counselling issues progress beyond the capabilities of the school counsellor role and when referrals must be made to other helping agencies. In most cases counsellors are involved at some stage with referrals to agencies; some counsellors have the responsibility of keeping school staff informed of agency progress and results; in other schools principals look after this. It is important that someone in each school has responsibility for keeping track of referrals.

Despite the absence of a district wide job description, many counsellors have written job descriptions called "Terms of Reference". These terms of reference are developed co-operatively between the principal and the counsellor. The terms of reference are occasionally reviewed by principals and counsellors together, but the process for this review is very informal. Most evaluation, where it occurs at all, is in the form of informal conversation. One counsellor reported that no evaluation had ever been carried out and another said a formal evaluation had been done using a teacher evaluation form. This form seemed not to apply to guidance counsellors and the process was of limited value.

Terms of reference should grow out of the needs of the school and its students and be based on a district plan. This should be updated annually and may be the basis on which the counsellor and the school guidance program are evaluated.

Information about the role of the counsellor and program descriptions should be shared among school staff, parents, and students. This would help people understand the role and function of school counsellors.

There is a wide range of facilities available for the provision of the guidance program. Facilities vary from a guidance area containing offices, a resource centre and small group meeting rooms to small, cramped spaces that are unpleasant locations for conducting counselling sessions. Many of these deficiencies may be corrected as school renovations are carried out. To some extent facilities dictate programs offered and so it is useful to provide space which will permit optimum program opportunities. Many counsellors report they would like to offer small group counselling, but often there is difficulty identifying an area of suitable size and privacy other than classrooms. The delivery of a school guidance program from a small office, even if the office is attractive, contributes to the belief that guidance counsellors only deal with individuals. In some schools students and staff believe that counsellors are consulted only if something is wrong. The survey team suggests that the expansion of guidance programs to include all students in the school would help alleviate these misconceptions. The provision of resource and small group meeting or seminar space would help to demonstrate that the guidance program is for everyone.

In some schools, the involvement of staff in special events such as career days and orientation of new students is helpful in that it encourages all staff to be a part of school guidance programs.

The survey team is impressed with the drug education program in the district. A Co-ordinator is seconded to district office for a three-year period to put the program in place. This program involves many people in the school system and is an example of whole school commitment to a program. Peer education is one feature of the drug education program with student participation occurring at most levels. Older students are provided with training and they, in turn, make presentations to other students in lower grades. The "Safe Grad" program has been used in the past in the district but is being replaced with a program called "CELEBRATION" that has similar aims. A program called ""What's Your Choice" has been developed for grade 12 students to deliver to grade 9 students and is much more than information giving. "What's Your Choice" includes situation analysis and very tough decision making. The program "Teens Against Drunk Driving (TADD)" is also in use. There are interlocking committees in the school and district which include students, community agencies and school personnel and private individuals. This implementation process allows all interested people to become involved with the program and gives them a sense of responsibility for the program which in turn increases support. The survey team supports these initiatives.

The orientation of students to schools is a counselling function. A description is found in Chapter 4.

Cumulative record cards were randomly reviewed in several schools and generally found to be in keeping with good recordkeeping practices. Information not directly related to a student's school progress was at a minimum in the folders. Some principals maintain additional files of test reports and materials of a sensitive nature in separate locations. All staff should become familiar with the new provincial manual on cumulative record files and student files issued in the fall of 1988.

Much time is spent by counsellors in clerical-related tasks, and clerical assistance in some schools is limited. The survey team suggests that clerical assistance be made available in order to free counsellors as much as possible for major aspects of their role, dealing directly with students, teachers and parents.

Recommendations

It is recommended that:

8-1 The board develop a district policy and guidelines for the guidance program, and a role description for the guidance counsellors.

8-2 Each school develop a school-based guidance program, which meets district and provincial objectives.

8-3 Supervision of counsellors and evaluation of programs be regularly carried out by school principals and other appropriate supervisory staff.

8-4 A district in-service plan regarding the guidance program be developed to address professional development training needs of counsellors and other personnel.

Library Services

In Lunenburg District, both central administration and individual principals recognize the importance of the school library resource centre as an important support to learning. Public School Programs states:

> The school library is an integral component of the educational program, and its goals are consistent with those of the educational program which it serves. The educational program gives direction, form, and substance to the school library service. Teachers and library staff share the responsibility for designing and implementing an effective program which co-ordinates school library services with the curriculuar and personal needs of the students. Today's school library, with its diversity of resources, helps students to develop the capacity for efficient and purposeful use of learning resources. Its aim is to encourage students to achieve their potential as learners, as citizens and as individuals.

This board has neither a specific policy on library services, nor short and long-range goals for the continuing development of these services; however, the following statements have appeared in recent board documents:

> New Directions, September 21, 1987. Support Services
> 1. Library
>
> "The goal of our school libraries is to have a collection of curriculum support material for use by students and teachers.
> Our Board recognizes the importance of school libraries and will continue to consider this a priority budget item. Contributions made by those who are assisting with our libraries are recognized by the School Board. We sincerely hope that parent volunteers, Home and School Associations, etc., will continue to provide such assistance. The Board intends to maintain its position of leadership within the province in the amount allocated per student for library books. Also, the Board hopes to provide, on a regular basis, extra monies for library development."

> Superintendent's Report to the Board, August 16, 1983, page 3:
>
> "Libraries remain a high priority with the School Board. To the best of my knowledge, our Board continues to be the greatest per capita supporter of library services in the province."

The Lunenburg Board, for a number of years, did set a standard by providing the largest per capita funding in the province for library materials. A number of other boards have since reached this level.

Staff in libraries range from full-time qualified teacher-librarians in one junior-senior high school and one elementary school to one parent volunteer in a small elementary school. In several of the larger schools, library staff also teach part of the time. The work of parent volunteers in the various libraries deserve praise; most of the elementary schools have become dependent on this assistance.

Central administration and individual principals have used the consultant services of the provincial Co-ordinator of School Libraries to assist in planning, organizing and building collections, as well as providing in-service training for volunteers. From time to time one of the teacher-librarians in the system has been freed from library duties in his or her school to provide assistance and in-service training in smaller schools. These services have been welcomed by principals, teachers and library personnel as a means to solve immediate needs.

Earlier this year two teacher-librarians in the district were given a 20-day term of variable educational leave for the purpose of studying library services within the district. In their report, Resources of Learning, it is recommended that the board employ an itinerant librarian whose responsibilities would include the provision of guidance and support to library volunteers, the provision of advice on library development and the selection of materials, and service as a resource person for librarians in the junior and senior high schools. Many principals expressed a need for such a person and volunteers welcomed the possibility of such assistance in the future. The survey team recommends the board review the recommendations of the report, Resources for Learning and Standards and Practices for School Libraries, with a view to updating library services.

Research has shown that the adequacy of library staffing is reflected in the quality of the collection and in the services provided to students and teachers. Two of the high schools whose libraries are staffed by part-time teacher-librarians are experiencing heavy losses of materials and are discussing the possibility of installing security systems in an attempt to reduce these losses. It has been shown that when libraries have been provided with more adequate staffing, the loss of materials decreases. Librarians in this district are concerned that the board has not developed an evaluation procedure for teacher-librarians or a policy on staffing libraries.

There are several good library facilities in the district. Many principals have been actively involved in creating physical space for a library when proper library facilities are lacking, and several small, attractive library areas have resulted. News of planned renovations and expansions, to include better library facilities, as well as plans for a larger library as part of the new Chester High School, has boosted the morale of principals, teachers and library personnel. Spacious library quarters, however, do not necessarily ensure better library programs and services. Members of the survey team observed excellent use of the library by students and teachers in some of the more inadequate physical facilities.

As library funding is based on school enrolment, at $8.00 per capita, the larger schools tend to have larger library holdings. Small schools, particularly those with a wide range of grade levels, find it difficult to build a collection which adequately supports all the programs in the school or caters to abilities of all students. Over the past few years the board has made available $25,000.00 per year for grants to fund special library needs or projects. Many schools have benefited from one or more of these grants. Other amounts of money are available to individual schools for library purposes, including funds raised by hot dog sales, book fairs, and other sources.

Collections vary in quality. Most libraries have relatively current encyclopedias. Good use is made of paperback material. Most schools are attempting to purchase titles to support the school program. However, some collections are not balanced with respect to subject areas, and in some cases there is out-of-date material. Where non-print materials exist, mainly kits, they are not widely used. There are few French materials or multicultural materials. In schools with teacher-librarians, more attention is paid to selecting materials to support the school program.

Some classrooms in the elementary schools house a variety of materials including big books, book/cassette combinations, records and small collections of supplementary reading material. Some library materials, including those in the classrooms, are not catalogued.

In the elementary schools teachers use the services of the nearest regional library to supplement classroom collections. Some teachers take their classes to visit the nearest branch library, others would but stated that transportation is not available. In the past, when the bookmobile or branch library was easily accessible, students did go there with their parents or on their own. At one high school, the teacher-librarian spends one afternoon a week at the regional library researching information requested by students which cannot be found in their school library. Several volunteers borrow professional library supports such as Dewey and Sears on extended loan from the Teachers' Centre.

Library personnel in the district meet from time to time for workshops. Recently the board sponsored a Canadian School Library Association workshop for principals and library personnel. The board has hosted two conferences of the Nova Scotia School Library Association, and library personnel are considering hosting a spring workshop of the south-western area members of the Nova Scotia School Librarian Association. It is suggested that more frequent meetings among library personnel and supervisors and principals could reinforce the lines of communication, and strengthen library support.

Recommendations

It is recommended that:

8-5 A written policy on library services be developed.

8-6 Supervision policies and practices be developed and implemented for teacher-librarians.

Teachers' Centre

The Lunenburg County District Teachers' Centre was established in 1980 to provide opportunities for professional and instructional development, and to support interested and talented teachers with appropriate learning resources.

The Centre, located in Bridgewater and staffed by a Co-ordinator, includes a photographic darkroom, professional library, materials production facility, computer area, graphics area, meeting facility, tele-conferencing facility, administrative office, materials storage area and master file. Additional meeting space can be rented from the building's owner on a daily basis.

Teachers and administrators report there is excellent support and innovative curriculum leadership from the Co-ordinator. Many teachers and administrators see the Centre as allowing them equal access to develop quality materials. Apparently 80% of the teachers of the Lunenburg County District School Board live within 30 minutes of the Teachers' Centre. Some teachers suggest the development of a curriculum materials lending library and distribution system would further support teachers who live and work at a distance from the Centre. Teachers recognized and reported appreciation for support of the Centre by senior management, supervisors and the school board.

The Teachers' Centre is open when teachers are free to use the facility; it is opened shortly before the first schools of the district close for the school day and remains open until 9:30 p.m. each Monday through Wednesday, and until 6:00 p.m. on Thursdays and Fridays. Volunteer teachers, both active and retired, staff the Centre on Sunday evenings to allow teachers access to design and production materials. The Centre is available to teachers with variable leaves as a work centre during the regular school day.

Each school has a representative for a two-year term on the Teachers' Centre Management Committee which establishes goals for service and directions for growth and assists in the Centre's budget preparation. The management committee members keep the school informed of directions the Centre is pursuing, and of workshops, meetings and services available; and informs the Centre's Co-ordinator of curriculum needs in the school which may be assisted through the Centre.

Flyers of upcoming events and programs are placed in mailboxes at the Teachers' Centre; one mailbox is assigned for each school. The representative of each school is responsible for posting notices in an appropriate place within each school. Much of the information concerning new short courses is conveyed by teachers who visit the Centre. Some school staffs report having a Teachers' Centre news section on the agendas of staff meetings.

The Centre offers the opportunity for formal and informal professional development, grade level support meetings, short courses designed within the district, a professional journal library and Nova Scotia Teachers' College and university credit courses through tele-conferencing. Teachers collegially share expertise, experiences, and materials through the Centre. The facility's open design and atmosphere allow teachers to learn what other teachers are doing in the way of materials design and production. Strategies are exchanged and resources which teachers develop are shared.

The lamination of student materials, posters and learning charts is one of the most frequent uses made of the facilities at the Teachers' Centre. Elementary students' writing is frequently collected into booklets which teachers laminate and bind. These student publications are then sent home with students to be shared with parents. Some schools have catalogued the student writings and house them in the school's library. Many teachers laminate awards for improvement and accomplishments by their students.

Grade level support meetings organized by interested groups of teachers for particular purposes occur at the Teachers' Centre. As needs are identified, co-operative solutions, involving shared expertise in designing and producing materials, are achieved. Recent examples include the development of 12 elementary level theme kits, the PDR implementation strategy for the district, and the junior high school science support group which works to acquire resources and share expertise to assist individual teachers implement the science program at the junior high school level. The Centre contains many of the texts and materials available to support the curriculum.

Music teachers and librarians are examples of groups which have developed informal networks for program development. An exchange of musical talents, instruments, music and support in the co-ordination of musical festivals has resulted. Librarians have used the Centre to develop recommendations concerning library resource acquisitions and procedures for the district. The Centre offers new teachers the opportunity to meet other teachers.

Credit courses of study and short courses are offered through the Centre. A tele-conferencing course through Acadia University is available to teachers and other members of the community. The Nova Scotia Teachers' College, through their extension program, offers credit courses in communications theory and materials development, AVM 203 and AVM 303.

The Co-ordinator, in co-operation with supervisory staff, develops and arranges short courses for teachers. Topics are generated by teachers and administrators. Currently, short courses in desktop publishing, three evenings in duration, are offered by the Co-ordinator. The Centre has purchased two Macintosh computers and a laser printer to support the development of high quality teacher-designed materials. The demand for evening access to the computers for teacher design purposes is high. The short courses demonstrate excellent print and graphic materials designed for handouts, test construction, overhead transparencies and more; and produce teachers who are comfortable and competent in using this design tool.

Teachers using the Centre have produced a wide range of publications including: the NSTU magazine The Lunenburger; The Lunenburg County District School Board Annual Report produced by the Co-ordinator; The Ancient Call for Bread: An English Unit on Global Food Issues designed and produced by a teacher enrolled in a university course; and Fruit Recipes produced by a grade 6 teacher and students. Other materials developed include a Power Reading Program student logbook, and awards and buttons to motivate and encourage reading in the junior high school. The Hebbville Junior High School's student handbook 1987-88 was developed and produced in the Teachers' Centre as was Dare to Dream, a two-projector slide-tape program about the special education program of Lunenburg County, which was presented to an international conference.

Recommendations

It is recommended that:

8-7 The board investigate ways to have the services offered by the Teachers' Centre more readily available to distant schools.

Learning Resources

The lists of authorized instructional materials and the annotated list of authorized materials are designed to help teachers make appropriate choices of learning materials. At the school level, teachers identify the titles and quantity required and assign them priorities according to school needs. In general teachers reported they were able to obtain sufficient materials; a few teachers reported there was insufficient disucssion about the materials prior to ordering them. Many teachers were uninformed about the use of the 10% credit allocation provided for unlisted materials.

The Teachers' Centre contains samples of learning materials that are available for examination. Some groups of teachers, i.e. science and PDR teachers, during meetings at the Centre have had opportunity to examine, discuss and make common choices.

Within the district teachers make use of videocassette recorders, TV sets, cassette tape recorders, record-players, and listening centres. Overhead projectors were also used throughout the district. There was evidence that some equipment requires repair. There is extensive use made of resources from Education Media Services. Many teachers report a preference for video over 16 mm film. Teachers report that blank video tapes are available upon request from principals. It was reported that a few schools such as Pentz and Bridgewater Elementary catalogue media resources in their library collection, while many other schools do not.

It was reported that the co-ordination of dubbing materials from Education Media Services through the school librarians ensures good use of available financial resources for videotaped materials. Where these materials are catalogued with the rest of the school's resources, lists are distributed to teachers indicating the new resources.

Use is made of film and videotapes to reinforce or introduce topics which are studied primarily through print material. It was reported that little student note taking was required during viewing, although some discussion of the viewing occurs. These viewing opportunities do not often lead to additional activities that extend from the viewing, nor is there evidence of the viewing activities being evaluated.

Teachers would like to have more information concerning the Copyright Act as it applies to the use of video materials.

Parent-teacher associations and school-based fund raising activities are used to purchase video tape recorders, monitors, and computer equipment.

Recommendations

It is recommended that:

8-8 In-services be planned to assist teachers in using a wide range of learning resources.

8-9 A plan be developed and appropriate financial resources be provided to maintain audio-visual resources in good repair.

CHAPTER 9

FINANCE

Matters related to strategic financial planning, operational planning and budgeting, financial reporting, and internal controls were reviewed at the time of the visits of the survey team. Personnel interviewed included the Assistant Superintendent (Personnel), the Director of Finance, the Assistant Director of Finance, the Supervisor of Grounds and Custodial Services, the Supervisor of Transportation, school principals and clerical staff at central office and in schools.

The finance office located in the central office in the Town of Bridgewater is managed by the Director of Finance and Support Services (Operations). The Director, who is responsible for the financial, pupil transportation and property service functions of the board, reports directly to the Superintendent of Schools. The Terms of Reference and/or Job Descriptions of Administrative Staff include terms of reference for the Director's position. It includes the responsibility on a daily basis for the purchasing function as well as the supervision of the daily operations of the other areas of the finance office including payroll, fixed assets, school-based funds, cash, banking, investments, revenues and receivables.

The Assistant Director of Finance reports to the Director of Finance and has a job description which is included in the Terms of Reference and/or Job Descriptions manual. General duties assigned this employee include advising the Director of Finance on the day-to-day operations of the finance department, approving forms and decisions relating to this section, preparing accounting reports requested by the Director, assisting in the preparation of the annual budget, and preparing the teachers' salary and benefit budget. There are extensive duties in relation to financial administration, internal management and office management.

The Payroll Clerk is responsible for the day-to-day operations of the board's payroll. The Head Accounts Payable Clerk and the Accounts Payable Clerk manage the purchasing section. The Secretary-Accounting Clerk is secretary to all in the finance section except the Finance Director and is responsible for all revenues received. The four clerks are supervised by the Assistant Director of Finance. The secretary to the Finance Director is also secretary for the Supervisor of Maintenance and the Supervisor of Grounds and Custodial Services.

Operational planning which involves the identification of strategic objectives and targets in conjunction with estimated available financial resources is important in providing direction for a board and its management team. Following discussions and consultation, the management team and the board should approve operational plans for a specific period of time. The development of a comprehensive long range plan would in turn facilitate operational planning. It was observed that the board has effected some operational planning by means of the terms of reference for senior management. For example, in 1988-89, according to agreed-upon terms of reference, the Director of Finance and Support Services (Operations) was to develop a job description and a training program for the head custodians.

It is generally accepted that the budgeting process for a school board begins with directions from the board to senior management. The directions should outline what information is required and provide financial guidelines which reflect the approved plans and priorities of the board. Budget managers, including principals and various staff members at the district board office, need to be aware of the constraints within which the budget is to be prepared, since budgeting without awareness of these limits can create unrealistic expectations.

At the time of the on-site portion of the survey, team members concentrated on the process used in the preparation of the board's 1988 operating and capital budgets. The operating budget involves those costs of a general and administrative nature which are incurred and expensed in a specific budget year. The capital budget includes those expenditures which are related to the purchase of assets of material value which have more than one year of useful life. The capital budget includes capital repairs and renovations as well as furniture and equipment.

A summary of financial information regarding the 1988 budget is shown in Table 5. The board's annual report provides more detailed financial information on its operations.

Preparation of the operating portion of the 1988 budget commenced in the fall of 1987 when the Director of Finance and Support Services (Operations) forwarded budget development sheets to account managers which included principals and various staff members in the central office. The sheets for all board-administered operating accounts included the previous year's budget and year-to-date actual figures. The budget development sheets were completed by the account managers for all non-salary accounts and were submitted to the Finance Director in December, 1987. It was noted by the survey team that some accounts are the responsibility of more than one account manager. The non-salary accounts on the budget development sheets submitted by the account managers did not require identification of the responsible account managers. In one case one of the managers was not aware of the budget amount over which he had authority and the other manager was in error as to how much money had been allocated to this same budget account. It was also noted that the budget development forms sometimes contained only a dollar figure and lacked explanation.

Eighty-six percent of the operating budget is composed of salaries. The salaries budget amounts and allocations were prepared by the management team composed of the School Superintendent, the two Assistant Superintendents and the Director of Finance.

The teaching staff salary budget which was approximately seventy percent of the 1988 operating budget was developed by the Assistant Superintendent (Personnel). It was determined that the board could employ 485 teachers based on projected funding. Based on the number of teachers to be employed, pupil teacher ratios (PTR) were developed. In applying the teacher staffing formula it was determined that schools would not gain or lose more than one teacher. However, in some cases, exceptions were made due to the proposed introduction of new programs. In some instances fewer teachers were hired because of the scheduling flexibility available in these schools.

TABLE 5

1988 Budget

Revenues	
Province of Nova Scotia:	
Global	$21,937,616
Non-global	1,861,396
Capital	402,984
	24,201,996
Municipal Education Tax:	
Municipality of the District of Chester	1,106,384
Municipality of the District of Lunenburg	2,101,281
Town of Chester	1,103,771
Town of Lunenburg	256,797
Town of Mahone Bay	96,875
	4,665,098
Other Revenues	574,144
Available Surplus Funds	143,085
Total Revenues	$29,584,323

Expenditures	
District Board Management	$ 1,116,348
Administration and Instruction	20,298,104
Property Service	2,930,302
Pupil Transportation	2,517,496
Special Education	1,628,926
Adult Education	169,590
Driver Education	53,980
Summer School	78,749
Board of Pupils	4,493
Official Minority Language	79,820
Capital	578,740
Total Expenditures	$29,584,323

The above figures do not include $227,557 of capital expenditures that are being funded from capital reserve funds.

At the end of 1987, the board had $149,827 of non-restricted reserve funds and $391,952 of restricted reserve funds mainly for service awards and capital expenditure.

After the initial operating budget documentation was produced, the Director of Finance prepared it for analysis by the management team for presentation to the operations committee and the board. According to the mandate of the operations committee, the draft budget is to go to it prior to presentation to the board. There is no documentation of discussion or approval of the 1988 budget in the operations committee minutes.

At the March 22, 1988 meeting of the board, funding levels from the Department of Education were circulated. In a subsequent meeting the recommended budget was presented to the board and, following some staff adjustments which included additional physical education and French teachers, the board approved the budget at a meeting held April 26, 1988.

The budget presented to the board was concise and in order and was prepared by staff on a component basis. The survey team was impressed by this effort of staff to allocate the annual budget. This exercise facilitates budget control and the subsequent monthly comparison of actual spending to budget.

It was observed that the board's budgeting is determined mainly according to available revenue. The survey team was informed that the board budgeted so as to operate within the funding set by the provincial funding formulae. For example, the transportation budget expenses are set to equal the provincial funding provided. Rather than budgeting solely upon available revenue, it would be preferable for the board to budget on the basis of needs which have been assigned an order of priority.

The district's capital budget consists of repairs and renovations, and furniture and equipment. The budget is based on available funding. The furniture and equipment budget is allocated to schools on the basis of student units by the Director of Finance. The approved allocated budget is then controlled by the school principals. In 1988, schools were allocated $100,000, and $50,000 was allocated to central office for contingencies.

The Maintenance Supervisor is in charge of the repairs and renovations portion of the capital budget. The detailed repairs and renovations budget was prepared by the Director of Finance and staff following the announcement of funding by the Department of Education. Capital projects were identified and assigned priorities and associated costs were estimated. The capital budget was approved by the board in June, 1988.

The survey team concluded that the capital budget lacked financial detail as well as identification of the responsible budget manager(s). It was noted that, although the Supervisor of Maintenance prepared a repairs and renovations budget, the actual 1988 budget adopted was considerably higher than the initial amount proposed. The Supervisor became aware of this fact only when the budget was approved.

It was noted that there is no detailed accounting or reporting of capital expenses. In some cases operating and capital budget items are not distinguished from one another. For example, the board does not always account for capital projects on a project basis. When board-employed staff such as electricians and carpenters work on repair and renovation projects, their salaries are not allocated to the capital project in which their services are being used. Section 5330 of the Department of Education District School Board Financial Handbook, which contains guidelines for capital repairs and renovations, is a good source point for the board in developing policies in this regard.

The survey team did not find that the board or its management team prepares or communicates guidelines for budget preparation, or requires account managers to forecast expenditures and revenues. Budgets are prepared on the basis of the previous year's budget and according to projections of funding by the Department of Education. The survey team is concerned that the board has no written policies regarding the preparation of its budget. Policies would help to ensure that more effective procedures are established. Budget guidelines, in relation to the content and format of the budget, developed by the management team and adopted by the operations committee and the board, should include dollar and staffing guidelines, policies and priorities, as well as instructions for linking operational plans and budgets.

Internal Controls

Internal controls are designed to ensure that transactions are completely and accurately recorded and accounted for, and that assets are properly safeguarded. At the time of their visits to the district, members of the survey team reviewed the board's operations as they related to payroll, purchasing, fixed assets, school-based funds, cash, banking and investments, revenues and receivables, inventories, and insurance and bonding.

Payroll

As a result of interviews and a review of relevant reports and records, it was concluded that procedures and controls are adequate to ensure that board employees are paid at the proper rates. The payroll system is subject to good internal control. Salary increments, hourly rate changes, and rates of pay including license changes are provided for in the various union contracts between employees and the board. Employee payroll deductions are made in accordance with government regulations.

There are no written procedures outlining the various steps in the approval, input and checking process. The survey team considers that an outline of procedures would be useful for staff training and assigning accountability to those responsible for payroll matters. The school board document entitled "Payroll Procedures - Payroll Clerk" dated June 1, 1984 is quite detailed and would provide a good starting point for documentary procedures to be established.

Purchasing

Based on a review of transactions in the purchasing system and on interviews with staff, the survey team concluded that purchasing is properly authorized and that the correct payment is made only after goods received have been checked against the appropriate purchase order.

The board uses one purchase order for items which cost less than $50 and a different one for items which cost more than $50. The purchase orders are appropriately accounted for and numbered. Purchase orders under $50 are approved by specific account managers. Those over $50 require the approval of the Director of Finance. The low limit of $50 creates an unnecessary amount of paper flow through the office of the Director of Finance. The survey team is of the opinion that a higher limit with specified controls would be more appropriate.

It was noted that the purchasing procedures work well with good internal controls; however, there are no written outlines regarding the ordering and approval procedures, the processing of invoices, or checking of purchase orders. An outline of the purchasing procedures would document the steps in the process and provide written controls for those involved in the purchasing process.

Tendering

The board's manual of policies, guidelines and procedures contains sections entitled "Tendering Procedures" and "Quotation and Tendering Policy". The policy provides that petroleum products, insurance, custodial supplies, bulk purchases, and major capital items are to be tendered. The Quotation and Tendering Policy indiates that, "all other purchases or expenditures shall be done either by interviewing suppliers for the best price, quality and service, or requesting quotations from selected suppliers." The "Tendering Procedures" policy requires written quotations from at least three known supliers for purchases of between $1,000 and $5,000. The "Proposed Financial Limits" section of the policy contains a recommendation that procurement of purchases of $5,000 or more be authorized after advertising and obtaining sealed tenders. The policy requires that all tenders be date stamped and deposited in a locked tender box which is to be removed from its location at the hour appointed for the closing of tenders. In reviewing a tender file with the Director of Finance, it came to the attention of the survey team that tenders were not always date stamped. Tenders are to be opened by the Director of Finance in the presence of a "member of the Board's Finance Committee". As the board does not have a finance committee the review team suggests that the tendering procedures wording be changed to name the appropriate committee. The procedures statement should also include the process by which recommendations for tender approval are made.

Fixed Assets

The board's fixed assets include items such as equipment, furniture, vehicles, buildings, and land. The Capital Fund Report prepared annually by the board includes land, buildings and improvements, school buses, motor vehicles; equipment, furniture and fixtures; capital leases; and capital in progress. This report is reconciled to the board's balance sheet. It was noted that disposals of assets are not recorded and that the only serial numbers recorded are those for school buses and motor vehicles. Each year schools prepare and forward to central office a list of their fixed assets. However, there is no reconciliation between the school-prepared record and that of the board. A proper accounting of fixed assets should include provision for a reconciliation of changes to be made by a person who is independent of assets custody. The District

School Board Financial Handbook specifies that a fixed asset ledger should be established for all district school boards and that the ledger should contain dates of acquisition; descriptions with serial numbers, location and costs of the items. The existing board's capital fund report could serve as a good starting point for the preparation of an appropriate fixed asset ledger.

The only reference to fixed assets in the board's policies, guidelines, and procedures manual is found in a section entitled "Guidelines for Receipts of Charitable Donations". The procedures currently in place regarding fixed assets should be included in the board's manual.

Cash, Banking and Investments

The board prepares annual cash flow projections which are used for investment purposess, payment of bills, and the timing of capital construction projects. The board maintains a general bank account in a local bank. Funds specifically designated as subject to some restriction are kept in a separate bank account. The Chairperson of the board and the Director of Finance sign the accounts payable cheques; however, only the Director of Finance signs payroll cheques. A board resolution dated September 7, 1983 authorizes the use of a signature plate on payroll cheques. The Director of Finance safeguards his signature plate, and the cheque signing machine is located in the accounts payable office.

A board resolution dated January 13, 1984 provides for the accounts payable cheques to be signed using a signature plate bearing the Chairperson's signature. It was noted that the Director of Finance had custody of the board Chairperson's signature plate as well as his own. A an internal control measure, someone other than the Director of Finance, who is the other signing authority, should have control of the Chairperson's signature plate. Periodic bank transfers from the general account to the payroll account are signed by the Assistant Director of Finance. As there is no evidence that authorization for his signature has been given, and since the actual procedure works well, the board should authorize the Assistant Director to sign bank transfers between the board's accounts if it is deemed advisable.

The Director of Finance is responsible for the investments of the board. The normal investment vehicle is the Bankers Acceptance. The day-to-day administration of investment is carried out by the Assistant Director of Finance with the prior approval of the Director. The board has realized a reasonable investment income over the last few years.

While the board's cash, banking and investment procedures work well, there is a need for written policies and procedures regarding these items.

Revenues and Receivables

Revenues including provincial, municipal, federal and miscellaneous revenues are received at the central office. Receipts for miscellaneous revenues which include driver education, adult education, summer school, French camp and music camp fees are made out in duplicate and are serially numbered. Cash receipts from such miscellaneous fees are deposited daily. It was noted that cheques and cash held for deposit are kept in a desk drawer or in an unlocked safe.

Insurance and Bonding

At the time of the survey, schools in the district were insured by the municipal units which originally had been responsible for providing funds for their construction. The insurance bills are paid by the board. In addition to buildings, there is insurance on their contents, on the electronic data processing equipment, driver education vehicles, and the buses. The board also has employee liability insurance as well as an employee dishonesty bond. The board also carries insurance in relation to property damage liability, as well as insurance covering burglary and robbery. The board's manual of policies and procedures does not include a section on insurance and bonding.

Inventories

The board accounts for purchases of supplies and materials by expensing them when purchased regardless of when they are to be consumed. The survey team observed the need for improved controls to account for and monitor the usage of supplies and materials. Proper inventory controls over the storage of supplies and materials should be initiated as a safeguard against loss by theft. Records such as a perpetual inventory system should be maintained which would include quantities and values of all major classes of inventory, and there should be physical counts performed to check against board records.

Financial Reporting

The operations committee and the board are presented with monthly financial reports. The reports, which contain comments on financial operations, a consolidated balance sheet and statements of operations, are prepared using an electronic spread-sheet. The comments on financial operations, which may be presented in writing or orally, explain variances of budget to actuals by main funding categories. The consolidated balance sheet shows actuals only. The statement of operations includes a high level of detail on revenues and expenditures in relation to the monthly budget, actual and variance from budget; and the year-to-date, actual and variance from budget. The statement of operations also includes both the annual budget and the capital revenues and expenditures. However, the lack of detail and of distinctions between capital and operating expenses referred to in the budget section of this report was noted here as well.

Survey team members were impressed with the quality of financial reporting, but are concerned that account managers are not required to forecast expenditures and revenues, nor to comment on the budget unless special circumstances arise. The management team does not provide the operations committee or the board with forecasts of revenues or expenditures.

The team's concern over the absence of forecasting is mitigated somewhat by the following factors: (1) the degree of central control over staffing; (2) the fact that principals generally spend all of their budget and are obligated to carry forward surpluses and deficits; and (3) the final annual budgeted accounts are broken down into monthly increments according to the timing of projected expenses and revenues by the Director of Finance. These factors facilitate budget/actual variance analysis by finance personnel, which appears to be quite thorough and accurate. The financial staff at the central office do engage in variance analysis but this analysis does not result in forecasts for the board.

The operations committee receives and specifically approves monthly expenditures and board member expense claims at its monthly meetings. The survey team considers this to be a reasonable process; however, it is suggested that the board consider updating its policy on the approval of expenditures, which indicates that the operations committee is to be given a list of proposed expenditures twice each month.

School-Based Funds

The board's policy on fund raising and extra-curricular activities is contained in its policies, guidelines and procedures manual. The policy requires each principal to submit, prior to September 30, a list of extra-curricular and fund raising events. It provides for the Superintendent or designate and the program committee to approve acceptable extra-curricular fund raising activities. Provision is also made for similar approval of such activities not listed prior to the September date. The board's guidelines related to school bus extra trips provide for a per pupil allocation of funds to each school for educational field trips, curricular and co-curricular activities and athletic trips. There is also provision for an allocation of funds to assist schools which have teams participating in regional or provincial playoffs.

In addition to funds provided by the board, considerable amounts of money are raised by the staff and students of the schools. Fund raising activities include sales campaigns for such things as Christmas ornaments, cookies, spices, chocolate bars and revenues from dances. Funds are used to help sponsor student trips and school althletic teams as well as to purchase items to be used in the instructional program. Each school determines the manner in which the school-raised funds are expended. Some schools have raised funds for charitable purposes including Christmas Daddies, a food bank, UNICEF, and hospital and world relief programs.

During the school year, the board would be formally aware of expenditures made using school funds if schools used the board's purchase orders to purchase items for which the board would be re-imbursed by the school. When the purchase order is in excess of $50 there is a requirement that it be authorized by the Director of Finance.

Records of funds raised in schools are mainly accounted for by school secretarial staff with an annual financial audit being done for most accounts by central office personnel. It came to the attention of survey team members that some school-based accounts had only one signing authority. As the board is ultimately responsible for all school-based funds, it should outline procedures to be followed regarding the receipt, custody and disbursement of such funds. Outlines should also be provided on the financial reporting of fund raising activities and responsibilities for guarding against loss or theft of such funds.

Survey team members became aware that at least two schools had incorporated non-profit companies as defined by the provincial Societies Act. The Park View Cafeteria Society is an incorporated non-profit company which operates the cafeteria. Profits of the company are used at the school. In Chester Municipal High School, the Chester Clippers Transport Society, which is an incorporated non-profit company, was set up to purchase and operate a school van. The establishment and operations of such incorporated non-profit companies should be included in board policy.

Canteen/Cafeteria Funds

Most schools within the district have canteen accounts. Funds are raised from the sale of light snacks and other food items. It was reported that profits range from $100 to $5,000 annually. In most cases principals have discretionary power regarding the use of the funds, which are generally used to acquire items not provided by the school board. Accounts are audited annually by personnel from central office.

School cafeteria programs are available in five schools. Profits gained are returned to the board except at Park View, where a limited company under the Societies Act of Nova Scotia earns an annual profit of approximately $18,000. The profits are used in the school office account or are given to the "Spirit Council" which is an organization similar to a student council. Cafeteria accounts are audited annually by central office personnel.

The board's policies, guidelines, procedures manual contains guidelines for the sale of food in the schools in the district. It indicates that the policy of the board is to use the Nova Scotia Department of Health Guidelines on Sale of Foods in Nova Scotia Schools, but subject to certain stipulations. In schools which enrol pupils in grade primary to 9, "STOP" foods are not to be sold to the students. Greater leeway is given to principals of senior high schools and of combined junior-senior high schools. However, principals are encouraged to limit the sale of non-nutritious foods and to promote good health foods.

Student Councils

Members of the survey team met with representatives of various junior high and senior high school students councils and spoke with staff members of the schools. It was observed that there were differences in student involvement from school to school. The fact that most student councils were well organized and enthusiastic helped to maintain high school spirits. However, in a small number of schools the students interviewed seemed unsure of the council's activities and provided information about fund raising which was contrary to that provided by the faculty advisors.

The amount of funds raised by students, and procedures for accounting for those funds vary from school to school. Student council fund raising activities include the sale of a variety of items. In most schools, budget requests are submitted to student councils and then the budget is established. Funds are used to support a variety of clubs, graduation exercises, and dances. Funds are also used to pay for van and bus rentals, for sports and school trips, uniforms and referee fees. Funds have also been raised to purchase vans and a mini-bus as well as school equipment and supplies. It was noted that some student councils raised funds for a variety of charitable purposes. The amount of funds raised annually was reported to vary from a few hundred dollars to $44,000 in one school.

In two schools the funds are accounted for by the school secretary. In some schools a student council representative and one adult, either the school secretary or faculty advisor, sign cheques. In one school the faculty advisor and the vice-principal have the signing authority. In another school the signing authority is assigned to any two of the student council president, the treasurer, or the faculty advisor. There is concern that in one school the principal alone has the signing authority, leaving both the principal and the student body in a potentially difficult position.

Student Fees

The board's policies, guidelines, procedures manual contains a section entitled "Student Fees" which deals with compulsory student fees and optional student fees. It provides that there are to be no elementary school student fees and that, where applicable, compulsory student fees may be charged for driver education, and rental of school-owned musical instruments. There is also provision for a "Student Necessities Fee". The student necessities fee, if the need for such is determined by the school principal, is not to exceed $10 per student or $20 for a family with more than one pupil attending any one school. The driver education fees are to be turned over to the Director of Finance to be used for driver education costs. The music rental fees and the student necessities fees are retained by the school principal to be used to defray the costs of such things as student cards, films, locker damage and other appropriate school-related costs.

The board has authorized elementary, junior and senior high school principals to levy a small charge or fee for concerts, plays, films, sports events, magazine subscriptions, and yearbooks and to help defray the costs of "extra materials when necessary". The statement regarding the optional student fees indicates that students who are unable to pay such fees are not to be prevented from participation in the activities for which the fees are charged. Principals are also responsible for ensuring that parents and students are made aware of the purpose of all fees.

At a November, 1988 meeting of the operations committee attended by members of the survey team, a report prepared by the Assistant Director of Finance was tabled to a later meeting. The team members considered that the report contains concrete procedural recommendations concerning school-based funds. If adopted, it should provide consistency in accounting procedures and the maintenance of records. It also recommends that school-based accounts have dual signing authority.

Recommendations

It is recommended that:

9-1 The board develop a written policy regarding the budgeting process, including the establishment of responsibilities, budgeting guidelines, and a time frame for budget preparation.

9-2 Account managers be identified on the budget development forms and that the submitted forms be signed by the manager or managers responsible for the account.

9-3 The school board draft budget be based on identified needs rather than solely on anticipated provincial and municipal revenues.

9-4 The board appropriately classify capital expenses and account for the cost of individual capital projects.

9-5 The operations committee and the board be provided with monthly reports of forecasts of revenues and expenditures by reporting category for at least the last half of the fiscal year.

9-6 The board update its tendering procedures and quotation policy.

9-7 The board develop and implement an appropriate capital asset accounting system to properly control and account for all capital assets.

9-8 The board initiate proper controls for safeguarding cash and cheques pending their deposit at the bank.

9-9 The board develop policies and procedures for the establishment and operation of school-based funds, including provision for standardized financial reporting.

9-10 The board develop a policy regarding incorporated, non-profit companies within schools.

9-11 The board require dual signing authority for all school-based accounts.

9-12 The board include a section on insurance and bonding in its manual of policy, procedures and guidelines.

CHAPTER 10

CONVEYANCE

The conveyance staff within the Lunenburg transportation system consists of the following:
1 Supervisor of Transportation
1 Transportation Co-ordinator
4 Mechanical Garage Foreman
4 Full-Time Mechanics
72 School Bus Drivers

The Director of Finance and Support Services (Operations) is responsible for the overall supervision of the conveyance operations. At the administrative level, he is assisted by a Supervisor of Transportation and a Co-ordinator of Conveyance. The Director of Finance and Support Services reported that he spends approximately 30 percent of his time on routine conveyance matters. Among these matters are inquiries from principals and parents regarding the routing of buses. He is also involved in conveyance budgeting, determining purchasing costs, and other routine matters essential to the operation of the transportation system.

The Supervisor of Transportation is primarily involved with the mechanical aspects of the conveyance system and the co-ordination of school bus repairs at the four garages. Much of his time is spent purchasing materials or parts and delivering such items to the various garages. He also utilizes some of his time obtaining tender prices for contract repair vehicles, and obtaining price quotations for spare parts and major bus components.

The Co-ordinator of Transportation's primary function is to manage the daily operation of school buses, including arranging for relief drivers, dealing with scheduling problems, and co-ordinating extra-curricular busing. Considerable time is also spent communicating with school bus drivers by means of the radio communication system installed in approximately 35 percent of the school buses. The four foremen and full-time mechanics work in the four small garages located at Chester, Centre, Hebbville and New Germany.

The Finance Director has assumed some of the responsibilities of the Transportation Supervisor, including such things as contact with parents and principals regarding routine transportation matters. The survey team is of the opinion that this has occurred, not by design, but because of the Director's contact with parents and principals regarding other matters. The job description for the Supervisor of Transportation clearly indicates his duties, which include the management of the system in consultation with the Finance Director. If the duties and responsibilities of the Supervisor of Transportation were performed by the individual filling that position, it should not be necessary for the Finance Director to become involved with day-to-day activities related to conveyance.

Scheduled meetings between the Finance Director and the transportation administrators should allow for consultation on conveyance matters, and senior level direction regarding control of the operation. At the time of the survey, such meetings were not being held; however, it was indicated that they would be held in the future. The Supervisor of Transportation has assumed the function of a purchasing and delivery agent which has consumed valuable time that should be dedicated to supervising and monitoring the conveyance operation and consulting with principals, parents and other interested persons. The purchasing and delivery functions could be performed by other employees in the transportation system.

The Co-ordinator of Transportation has already assumed some of the workload of the Supervisor and is performing a valuable service within the operation. However, the scope of the workload involved in communicating with bus drivers and school principals requires frequent interaction, and allows a minimum of time for planning or examination of daily activities. A job description for the Co-ordinator of Transportation was not available at the time of the survey.

It is essential that the job requirements of the Director of Finance and Support Services (Operations), the Supervisor of Transportation, and the Co-ordinator of Transportation be reviewed to eliminate any unnecessary overlap which is occurring. The job requirements of each position should be clearly defined to ensure that duties are performed in accordance with the job descriptions.

Future plans involve the construction of a central garage which will carry out maintenance work currently done at Centre, Hebbville and New Germany. It is planned that Chester will remain as a satellite maintenance garage. The centralization of bus maintenance within one building should provide for the designation of one employee as being responsible for the parts inventory and purchases and thus eliminate the necessity for the Supervisor of Conveyance to perform these functions. The Supervisor could then use his time to perform route reviews, consult with school administrators on conveyance matters, and provide direction to all conveyance staff. These responsibilities are now being carried out by the Finance Director. Centralization of maintenance should also involve the conversion of one mechanic position to that of a vehicle body repair mechanic.

The board should also consider appointing one driver in specific geographical areas to act as head bus driver. This arrangement would reduce the Transportation Co-ordinator's administrative workload since communication could take place mainly with the head bus drivers as opposed to dealing with all bus driving staff. School administrators would have more direct communication with head bus drivers in their areas and would not have to contact the main board office when dealing with conveyance concerns. This would streamline communications.

Routing

Seventy-two buses are used to provide conveyance for students attending schools within the district. Ten spare buses are designated as replacement units for use when a regular bus is out of service for repairs. Some private vehicles are contracted for conveyance of students with special needs, or for students who reside in areas where it is impossible or impractical to operate buses. Two buses are operated by the Annapolis District School Board to transport approximately 60 students residing in areas of Annapolis County adjacent to Lunenburg County. These students attend the New Germany Rural High School.

Transportation is primarily conducted by conveying students to elementary schools first, then to junior high schools, and finally to high schools. Some buses are designated to serve one particular school, while others deliver students to elementary schools, continue to a junior high school and finally to a high school. Other buses transport mixed loads of elementary, junior high, and senior high students because of the close proximity of the schools which those students attend.

For the most part, school bus routes are designed to gain maximum use of the school bus, and to maintain ridership time at a minimum. However, as determined during the survey, there are some areas of concern which require review by the conveyance staff. For example, at Newcombville Elementary School, a transfer of secondary students from one bus to another takes place which results in secondary students waiting at the school for up to 25 minutes. The Newcombville School does not have any suitable area where students can wait and, therefore, this practice creates traffic congestion within the school, particularly when the elementary students are present.

Control of the secondary students by staff of the elementary school is at times frustrating. In some instances, the normal activities of elementary students are disrupted as a result. The problem exists at the time of the morning runs. The survey team is of the opinion that this problem should be addressed.

Students attending Park View Education Centre from the area of LaHave Island/Risser Beach areas have exceptionally long bus rides. Some students from the LaHave Island area were reported to be travelling in excess of one hour and fifteen minutes each way; others for slightly shorter times. While in some instances long rides may be necessary because of the geographical location of the students, every effort should be made to select the shortest ride possible within the network of bus routes.

The survey team suggests that the conveyance schedules currently followed by the Lunenburg District transportation system in the New Germany area be reviewed with a view to reducing the length of the school day for pupils in the early elementary grades. At the time of the survey the pupils attending New Germany Elementary School and New Germany Rural High School travelled at the same times on the same buses.

The New Germany Elementary School is served by seventeen buses. The buses begin to arrive at school at approximately 8:15 a.m. with the last bus arriving at approximately 8:55 a.m. The homeroom period begins at 9:00 a.m. The earliest bus departure is 2:45 p.m. and the latest bus departure is approximately 3:15 p.m.

Concern was expressed to the survey team that the length of time a considerable number of elementary pupils are away from home is excessive for young children. It is possible that this time might be decreased and that the board might experience some cost saving if arrangements were made for the elementary pupils and the pupils attending high school to be transported at different times.

In 1985 Lunenburg was one of two school districts in the province which began field testing a computerized bus routing system known as ECOTRAN. Special funds were provided by the Department of Education for the project. At the time of the initiation of the project there was a lack of route maps, and files on students and bus stops. The board has experienced some problems with the system as presently implemented and has not achieved savings in transportation costs or significantly improved services.

Department of Education personnel have recently conducted a review of the ECOTRAN system and it is believed that the findings will soon be made available.

Vehicle and Vehicle Maintenance

The vehicle maintenance program is conducted in four separate garages - New Germany, Hebbville, Centre and Chester. The Chester garage operates almost independently because of the distance between the main office and Chester.

With the exception of Chester, garages have old and limited equipment for carrying out vehicle repairs. Although Chester has a greater variety of repair equipment, there have been very few modernizations, replacements or additions since the formation of the district school board.

Very little emphasis is placed on preventive maintenance. With the exception of a routine safety check, which was recently introduced, most of the repairs are conducted on a crisis basis. Two vehicle inspections are conducted annually by inspectors from the Board of Commissioners of Public Utilities. The reports of those inspections have not been favorable. In many instances, repair work had to be conducted at the time of these inspections to ensure that the vehicles were certified as being safe to convey students. The body repair and paint programs are also limited by the existing facilities and lack of attention to these aspects of bus maintenance. These problems require an immediate in-depth analysis and the development and implementation of an appropriate plan of action.

The preventive maintenance program requires substantial appropriate improvements. A comprehensive preventive maintenance program is basically a means of budgeting and controlling maintenance costs. The objective is to maintain school bus units in a safe and satisfactory operating condition at the lowest possible cost. To achieve such an aim, some system of regular vehicle inspections, whether it be based upon miles operated, time in service, or fuel consumption, is necessary, and should be developed on the basis of manufacturer's specifications and the conditions under which the vehicle is operated. The preventive program must be controlled from the bus garage facilities to ensure that all equipment is inspected regularly, and to eliminate frequent periods of excessive repair workloads. Such a program will also minimize bus breakdowns, thereby resulting in fewer hours spent on either repairing units in transit or taking vehicles back to the service garages.

It would be beneficial for the Supervisor of Conveyance to review the mechanical condition of the fleet of buses in co-operation with the mechanical foreman at each garage. Based upon their analysis, a program of maintenance could be developed to improve the overall mechanical condition of the fleet, and a program of continuous preventive maintenance could also be developed to ensure that vehicles are properly maintained. The survey team understands that a new bus garage is scheduled to be built in the district. This should enhance the conveyance operation; however, in the meantime it is important that the bus fleet be maintained in good mechanical condition.

Inclement Weather Procedure

The inclement weather procedure takes into consideration the different weather patterns that can be encountered within the county. The board's guidelines regarding procedures to be followed in closing schools because of inclement weather were adopted in 1982 and amended in 1984. The guidelines provide for bus drivers to make the decision regarding transporting students earlier than the regular dismissal time in the event they consider that roads may become impassable because of a storm that commenced during the school day. In some instances the Transportation Co-ordinator is not contacted prior to the change being made nor advised at the time of the change.

In the event that the board should consider the appointment of head bus drivers in each of four geographical areas, the head bus driver could assume the responsibility of co-ordinating the function of contacting bus drivers and schools when necessary. The head bus driver would have at his disposal a call-out plan for bus drivers operating within a particular school area and maintain communications with the principals.

Reports from bus drivers to principals regarding student discipline infractions on buses are made orally. In the event that the principals are not available when the driver is at the schools, infractions may go unreported. After having dealt with infractions some principals do not always provide feedback to the bus drivers. The board should develop a form to be used for reporting student discipline infractions. The form should provide for a written report to the principal, and for feedback to the bus driver regarding the action taken by the principal.

Board policy and the bus drivers handbook provide information in relation to student discipline on buses. However, school administrators expressed concern about inconsistencies in the way bus drivers deal with various problems with students on the bus.

In-Service

In-service training for conveyance staff is a necessity because of the increasing need to deal with developing public interest and the demand by parents or guardians and students for increased safety and improved transportation services. In September an in-service was held for school bus drivers concerning child abuse. The board has published a school bus drivers handbook which includes exceptionally good, required information for school bus drivers. Each driver is provided with a handbook. A separate handbook has also been developed for spare bus drivers.

Bus drivers are not totally familiar with the contents of the bus drivers handbook. For example, during the on-site survey, one bus driver was observed requesting an information form from central office which was included and formed part of his handbook. Some bus drivers on occasion leave their buses unattended at schools while students are on the buses. This concern has already been reported to the Superintendent of Schools. The bus drivers handbook directs drivers to remain on their buses when students are on the buses.

It is essential that school bus drivers be regularly monitored to ensure that the conveyance procedures developed by the board are followed. More in-service training is required in the areas of board policy, understanding the procedures contained in the bus drivers handbook, bus driver/student relationships, and discipline on the school bus, and the development of an awareness of what is involved in the professional conveyance of students. In view of the close communication required between school principals and the bus drivers, it would be advantageous to have representatives of the principals attend in-service training of bus drivers. Such an arrangement should clarify the bus drivers' role and provide the opportunity for administrative staff to become more involved in busing concerns.

Extra-Curricular and Field Trips

The board provides funds to schools for extra-curricular and field trips. The amount provided to each school is based on the enrolment in the school. As the amount of money provided is insufficient to cover the full costs of the extra-curricular and field trips, additional funds are obtained by fund raising projects or by charging the students a fee for the trips. In elementary schools with low enrolments the board-provided funds become depleted rapidly, particularly if the pupils are involved in regular skating or swimming programs.

Concerns were expressed to survey team members about the cost of the trips, particularly when school board owned and operated buses are used. Some school administrators stated that it was more economical to engage commercial transportation services, particularly on overnight trips.

In some instances, private vehicles with drivers approved by the school board are used to transport students on extra-curricular trips. If this practice is to continue, particularly if vans are used, the school board, in the interest of safety, must ensure that those involved are totally familiar with the handling peculiarities of these vehicles and the potential high liability risk to the board in the event of an accident. The school board is also cautioned that such operators must be properly licensed in accordance with the Motor Vehicle Act.

The school board may wish to review its practices regarding the provision of funds for extra-curriculur and field trips.

Recommendations

It is recommended that:

10-1 The board review the conveyance administration and leadership to re-align the supervisory responsibilities of the Director of Finance and Support Services and the Supervisor of Conveyance.

10-2 The board designate one person to be responsible for parts procurement and inventory to eliminate the need for the Supervisor of Conveyance to perform this function.

10-3 The board designate head bus drivers in each geographical area.

10-4 A complete mechanical and body review of the fleet of buses be conducted, and a program of repair and painting be developed to ensure that all vehicles are continually maintained in a safe operating condition.

10-5 The board develop a form for school bus drivers to report discipline infractions by students.

10-6 In-service be held concerning board policy and procedures, including those involving driver-student relations and discipline.

CHAPTER 11

PROPERTY SERVICE AND MAINTENANCE

Lunenburg County District School Board operates a property service department and a maintenance department. The property service department is under the direction of the Supervisor of Grounds and Custodial Services, and the maintenance department is under the direction of the Supervisor of Maintenance. Both supervisors report to the Director of Finance and Support Services (Operations).

The property service department consists of the following personnel:

1 Supervisor of Grounds and Custodial Services
9 Seasonal Grounds Workers
17 Head Custodians
30 Janitors (full time)
6 Janitors (part time)
1 Contract Janitor
3 Substitute Janitors

The custodians and janitors are responsible to the Supervisor of Grounds and Custodial Services and to the principals of the schools in which they work. The grounds workers are responsible to the Supervisor of Grounds and Custodial Services. Job descriptions are in place for the Supervisor, custodians and full-time janitors. As the job descriptions are out-of-date, updates for some positions are being drafted. There are no job descriptions for the other property service personnel.

The duties of the custodians and janitors are outlined in accordance with their designated responsibilities. At each school a custodian is responsible for carrying out duties in relation to cleaning, repair and maintenance, and preventive maintenance. The custodians are responsible for the supervision of the other cleaning staff in the schools to which they are assigned.

Although the job descriptions specifically state that custodial and janitorial supervision is the responsibility of the Supervisor of Grounds and Custodial Services and the principal, the degree of supervision by the Supervisor of Grounds and Custodial Services varies throughout the district. This Supervisor visits most schools in the district, and many of the custodial staff said that the Supervisor periodically gave directions on the performance of the day-to-day duties in the schools. However, it was reported by the custodial staff of some schools that the Supervisor of Grounds and Custodial Services did not regularly visit the schools in which they work, and that they did not receive instructions from the Supervisor on their duties in the schools. At some schools, the principals indicated that they were unsure as to the specific responsibilities of the Supervisor of Grounds and Custodial Services.

As the duties of the school custodians include the responsibility of carrying out general and preventive maintenance, and the janitor staffing and janitorial duties influence the amount of maintenance custodians carry out, the board should review the organization of the school-based property service staff. This review may result in having the property service personnel responsible to a newly developed position entitled Supervisor of Property Service and Maintenance, and the development of a staffing formula to determine the numbers of custodians and janitors to be assigned to each school. A suggested property service and maintenance chart is shown at the end of this chapter.

The seasonal grounds workers maintain the grassed areas, plants and trees around the schools within the district. Three people are employed on this work for approximately eight months each year, ordinarily from May to December. During this time they are responsible for the operation and maintenance of the grounds equipment owned by the board. The remaining six workers are employed for approximately four months a year and act as assistants to the eight-month employees. It is the general practice throughout the province for duties of this kind to be carried out by the regular maintenance and school-based custodial and janitorial staff, with some assistance from casual employees.

The maintenance department of the Lunenburg County District School Board consists of the following personnel:

1	Supervisor of Maintenance
2	Trades Foremen
2	Carpenters
2	Painters
1	Electrician
1	Plumber

The Supervisor of Maintenance is responsible to the Director of Finance. The trades foremen and trades workers are responsible to the Supervisor of Maintenance. The trades workers are responsible to the trades foremen in their daily duties. There are approved job descriptions in place for all personnel; however, school board personnel indicated that these job descriptions are outdated and that updates for the maintenance personnel are to be drafted.

The maintenance department work force is usually supplemented by casual summer helpers, who assist the trades workers with the summer maintenance program. These helpers are hired on the recommendation of the Supervisor of Maintenance in accordance with summer work load requirements and the available budget.

The trades foremen are working foremen who carry out a regular maintenance routine as well as having an organizational responsibility for their particular trade disciplines. The organizational duties include assigning priorities to work orders, and arranging for making available the equipment and materials required by the trades workers. The tradesmen in the maintenance department carry out work as general maintenance personnel in addition to doing work in their own trades for which they are qualified.

The painters are responsible for all painting within the school district. Their work schedule is so arranged as to allow them to paint in the schools while students are not present. It was indicated that the painting of schools during school terms has caused some problems with paint odors, and some class disruption. There is no specific repainting schedule for the schools. Areas to be repainted are done as necessary upon request of the principal.

The board may want to review the painting program being carried out in the schools. The development of a regular repainting program and the use of private contractors or seasonal workers during regular closures may result in less disruption of classes.

The Supervisor of Maintenance controls the work order system and does most of the purchasing for the maintenance department; prepares or organizes the preparation of tenders for maintenance and capital projects for the board; reviews the tenders and makes recommendations to the operations committee for the awarding of contracts; prepares operational and capital budgets for the maintenance department; visits schools in response to maintenance requests from principals; and co-ordinates with the maintenance foremen the work priorities within the district. A number of the day-to-day duties of the Supervisor of Maintenance are of a clerical nature. Since this takes time from his supervisory duties, the board should consider assigning specific clerical staff to the property service and maintenance department to carry out clerical duties related to such items as work requests, work order system, and time keeping. This would allow the Supervisor more time to manage the maintenance system.

As indicated, the Supervisor of Grounds and Custodial Services and the Supervisor of Maintenance are responsible to the Director of Finance. At the time of the survey there were no regularly scheduled meetings for these employees. Communication between the Director and Supervisors could be improved if there were regularly scheduled meetings with agendas designed to formulate and review directions regarding the property service and maintenance departments' operations. There is also a need for the development of specific operations and management policies. With the exception of the two supervisors, the grounds workers and the contract janitors, the property service and maintenance personnel are members of the Canadian Union of Public Employees. The union contract outlines the hiring and promotion procedures to be followed.

The supervisors are responsible for the appraisal of the work performance of the employees. Information was given to the survey team indicating that these appraisals have not been done. Principals of some schools conduct appraisals of the work done in their schools and suggest changes when they deem that improvement is warranted. It was also reported that trustees in some school areas conduct periodic inspection tours of the schools and report concerns to board personnel.

In-services for the custodians and janitors are held twice a year - once in the spring before the major summer cleanup and another in the fall. These in-services are planned by the Supervisor of Grounds and Custodial Services, and generally deal with cleaning procedures and instruction on the use of specific cleaning products. General and preventive maintenance duties of the custodians have not been included in these in-services.

No in-service training has been conducted for the maintenance foremen and maintenance workers. The mechanical trades foremen and the mechanical trades workers advised that they have taken some evening courses to upgrade themselves on specific aspects of their trades.

Maintenance Procedures

School custodians carry out day-to-day maintenance in their respective schools. The existing job description is very general and is not specific as to what duties are to be carried out by the custodians. The trades workers are responsible for the maintenance not performed by the janitorial staff of individual schools. In some schools where custodial staff carry out very little maintenance, trades workers have been called out to schools for such minor things as putting plywood over broken windows. This disrupts their regular planned maintenance and serves as an indication of the need for the development of a more specific job description for school custodians.

Maintenance needs are directed in writing or by telephone to the Supervisor of Maintenance either by principals or custodians. It would be appropriate for the board to designate a person who is to be responsible for contacting the Supervisor. The Supervisor of Maintenance writes up a work order for each request. He then assigns priorities to the work orders and forwards them to the trades foremen. The Supervisor of Maintenance and the trades foremen schedule the work required to complete the work orders. It was reported by principals that emergency needs are attended to promptly; however, the response to less immediate needs is very slow according to statements made by some principals and trustees.

Contractors are engaged to perform specific functions in which the regular trades workers are not proficient, such as the repair of mechanical or computer heating systems. The Supervisor of Maintenance reported that the services of these specialists, which are contracted on an as-needed basis, are satisfactory.

Maintenance personnel have developed a preventive maintenance system. Mechanical components are regularly replaced and regular attention is given to meeting fire safety requirements and to major work such as roof replacement. The Maintenance Supervisor assigns priorities to projects and has them completed within budgeting constraints.

The board has generally engaged contractors to complete its larger projects in the past; however, recently it has adopted the practice of using its own trades workers to carry out projects such as the replacement of water treatment facilities and boilers. This practice can cause a reduction in the amount of time the trades workers have to carry out their regular routines in the schools and result in a weakening of the preventive maintenance program. In light of these concerns the board should review the types of work to be done by its maintenance staff.

A brief description of the schools is found in Appendix D. Included in the description are concerns noted by the survey team.

Acquisition and Distribution of Supplies

The maintenance department rents a warehouse and workshop space from the Town of Bridgewater. Only small quantities of commonly used products and specialty items are warehoused by the maintenance department. Most supplies are purchased as needed to carry out the work. The Supervisor of Maintenance uses a purchase order system to obtain the supplies.

The janitorial supplies are purchased through tenders and are stored in facilities located in Dayspring that the board rents from the Municipality of the District of Lunenburg. These facilities include the basement area of an unheated barn facility which also houses the grounds-keeping equipment, and a small heated storage room in an adjacent office building. The survey team agrees with the expressed opinion of staff that the property service and maintenance warehouse and the maintenance workshop are inadequate.

Specifications of the quantity and type of products are determined as the result of experience with products previously used. Any change in the type of product specified comes about as the result of trying the product and comparing it with a product currently being used. The delivery of the janitorial supplies from the successful bidders is made four times each year - early fall, prior to Christmas, before March break and prior to summer vacation. The Supervisor of Grounds and Custodial Services delivers the janitor's supplies to the individual schools. This practice is not considered a good utilization of the Supervisor's time.

No specific inventory of supplies is taken other than that the Supervisor of Grounds and Custodial Services records the supplies delivered to each school. It was noted that a few schools, such as Park View Education Centre and Hebbville Junior High School, used some products different from those purchased through the tender process. It was reported that these products were ordered directly by the school principal. The cost of these products is charged to the general maintenance fund allocated to the school.

The warehousing and purchasing could be better controlled if it were at a central location with facilities for both property service and maintenance, including workshop, warehouse and administrative space for stock control.

Property Service and Maintenance Vehicles

The board owns nine vehicles that are used for school maintenance and property service. The following vehicles are used by the property service department:

1 - 1987 half-ton truck
1 - 1983 half-ton truck
1 - 1985 half-ton truck
1 - 1987 3-ton dump truck

Two of the half-ton trucks and the dump truck are used solely by the grounds keepers. The third half-ton truck is used by the Supervisor of Grounds and Custodial Services for the delivery of janitorial supplies and in the carrying out of his grounds-keeping work.

The following vehicles are used by the maintenance department:

1 - 1983 half-ton truck
1 - 1983 half-ton van
1 - 1984 small pickup truck

1 - 1984 heavy duty half-ton truck
1 - 1988 half-ton van

These vehicles are used by the maintenance staff in carrying out their various duties.

The grounds crew utilizes the following equipment:

1 tractor
3 large, self-propelled lawn mowers
12 small lawn mowers

The property service and maintenance vehicles are serviced regularly by the mechanics at the various school bus garages in the district. The vehicles are replaced as required using capital funds. The board should review the numbers and designated use of the property service and maintenance vehicles.

Reorganization

At the time of the survey, concerns were expressed to the team by board members and staff regarding problems which they perceived to exist with the property service and maintenance operations of the board. The concerns included matters related to communication, job performance, and distribution of work.

The survey team is of the opinion that the board should consider a reorganization of the property service and maintenance department. The current positions of Supervisor - Grounds and Custodial Services and the Supervisor of Maintenance should be combined into one position: Supervisor of Property Service and Maintenance. The suggested reorganization is designed to place the closely associated property service and maintenance duties under one administrator who would be responsible to the Director of Finance and Support Services. When effecting this reorganization, responsibilities for stock control should be delegated to an employee under the Supervisor of Property Service and Maintenance. If this is done, it is important that appropriate policies be developed. A suggested re-organization chart for the property service and maintenance departments follows this section. In the event that the board does re-organize these departments, there will be an obvious need for the development of appropriate job descriptions for the various personnel in the departments.

Recommendations

It is recommended that:

11-1 The board consider a reorganization of the property service and maintenance department.

11-2 Job descriptions be updated for all personnel in property service and maintenance.

11-3 Clerical services be assigned specifically to the property service and maintenance department.

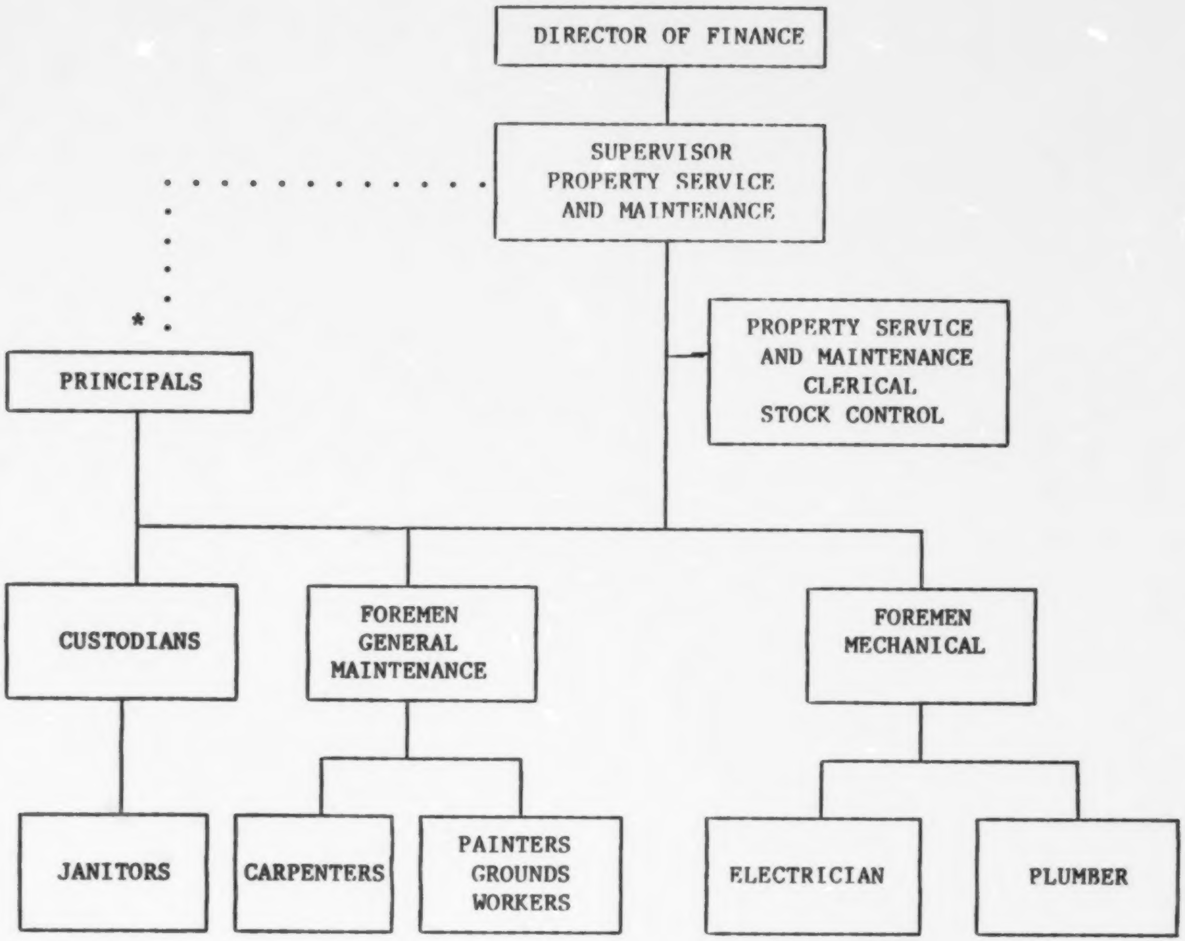
11-4 The board consider establishing one central warehouse and workshop.

11-5 Regular maintenance in-services be carried out with custodians.

11-6 The board provide in-service opportunities for the trades workers.

11-7 The board take appropriate action to correct the deficiencies noted in Appendix D.

SUGGESTED PROPERTY SERVICE AND MAINTENANCE RE-ORGANIZATION


DIRECTOR OF FINANCE
SUPERVISOR PROPERTY SERVICE AND MAINTENANCE
PROPERTY SERVICE AND MAINTENANCE CLERICAL STOCK CONTROL
*
PRINCIPALS
CUSTODIANS
FOREMEN GENERAL MAINTENANCE
FOREMEN MECHANICAL
JANITORS
CARPENTERS
PAINTERS GROUNDS WORKERS
ELECTRICIAN
PLUMBER

*The dotted line indicates a communications link, rather than a supervisory relationship.

CHAPTER 12

ADULT EDUCATION

The continuing education program is administered by the Supervisor of Adult Education who is assisted by a secretary. The Supervisor is also responsible for driver education, summer school, board of pupils, and community relations. The secretary also acts as recording secretary to the board, in which role she spends approximately 20% of her time. Salary charges for these staff members are made according to time allotments.

There is no board policy statement on continuing education; however, it was reported that Department of Education regulations and guidelines are closely followed. The board may wish to give consideration to preparing a policy statement on its continuing education program.

The job description for the position of the Supervisor of Adult Education is included in a board-prepared document outlining terms of reference of administrative staff for the 1988-89 school year. According to this document, the Supervisor is responsible to the school board and Superintendent through direct contact with the Assistant Superintendent (Programs) for the administration and supervision of all aspects of the continuing education program. However, the Supervisor works directly with the Superintendent of Schools in carrying out his responsibilities as director of community relations. While the Supervisor has a dual accountability and reporting procedure in relation to both the Superintendent and Assistant Superintendent, the Superintendent said that this practice will change and all reporting to the board will be through the Assistant Superintendent.

The Supervisor currently serves as a member of the curriculum team chaired by the Assistant Superintendent (Programs) and he reports to the program committee of the board. In addition, monthly reports outlining progress plans and developments are submitted to the committee chairman.

In outlining program objectives, the Supervisor indicated the thrust of the program is towards basic education and academic upgrading. It was indicated that the program is intended to provide second language training, vocational subjects, and human development, along with assistance to those who need upgrading to enter training programs and to those currently employed who wish to improve their job skills. The survey team encourages and supports these objectives.

The offices of the Supervisor and Secretary for continuing education are located in the district board's central administration complex. They are easily accessible and visible upon entering the building. In addition to the organization and administration of the programs, information and counselling services for adults are provided from this location. In view of the limited space available, and in recognition of the importance attached to the office of this supervisor, the survey team suggests that consideration be given to providing increased space for the total program when suitable accommodations become available within the district.

Programs

Program promotion is carried out by means of newspaper, radio and cable television advertisements approximately one week prior to class registrations. This procedure has worked well in making program opportunities known across the district. Teachers register classes, collect fees and submit them to the Supervisor. This arrangement has worked well.

Classes are offered in nine locations, including Bridgewater, Park View, New Germany, New Ross, Lunenburg, Mahone Bay, Chester, as well as the Teachers' Resource Centre, and the Lunenburg Campus, Nova Scotia Community College in Bridgewater. During 1988 there were 1655 adults enrolled in 131 classes. These classes included adult basic education, academic upgrading, vocational including business education, and French as a second language, together with a number of special courses addressing particular areas of need and interest.

Classes are offered over a three-semester system: fall, winter and spring, with separate registrations for each session. Each class is normally offered one night per week for two to three hours, and may be offered from four to twelve weeks, depending upon the nature of the program. Some classes are offered in the form of a one-day workshop. These flexible times, and in particular one-day workshops, are intended to meet the needs of adults whose work schedules may prevent them from enrolling in the regular scheduled classes. This flexibility is a commendable feature of the board's services in adult education.

With board approval, the continuing education program has developed a number of special programs. A brief description of a few of these courses will serve to illustrate their importance in serving the educational needs of adults in the district.

The junior high upgrading program is for persons who are a minimum 17 years of age and have discontinued school. The program is offered one night a week for twelve weeks and covers English, math, science, social studies, and life skills. Entrants are screened for level placement. Their performance on exams determines their grade level attainment. The certificate they receive states that it is to be regarded as a junior high upgrading certificate and is not considered valid in the public schools in Nova Scotia.

The senior high upgrading program prepares students to write General Education Development (GED) tests administered by the Province and successful candidates are awarded certificates by the Department of Education based upon their achievement level on the tests. This program is extensively offered throughout the district and provides comprehensive content for preparing students to write these tests.

The board works in co-operation with provincial universities, including Acadia, St. Mary's, Université Ste-Anne, and Teachers College, to promote university course offerings. The purpose is to offer a wide course selection to the adults of Lunenburg County. During the 1988-89 school year, university credit courses were offered in the Bridgewater area. Schools and equipment are made available to the universities by the board free of charge.

A security program has been established at Bridgewater Junior-Senior High School to train adults as part-time security workers in local firms. The course operates one evening each week for twelve weeks. An additional three evenings are used to provide the St. John Ambulance course. It was reported that when new guards are being hired, preference is given to candidates who have successfully completed the security program.

The board promotes and offers a series of seminars for those involved in early childhood education. This program is presented by resource people from Halifax and Acadia University. The series is recognized by the Department of Community Services and is set up for sixteen day care centres in Lunenburg County. Program topics and dates are established in co-operation with staff of the Bridgewater Day Care and Lunenburg Day Care centres. One-day Saturday workshops are held in Bridgewater High School throughout the fall and spring terms.

In co-operation with the Department of Lands and Forests, arrangements were made to offer for hunters and woods travellers six hours of training on the correct use of the compass. Response to this course was positive.

A radio communications program is offered in co-operation with the Department of Communications. Testing and certificates are presented by that department.

Each fall and winter term, a special ten-week upgrading program is offered to adults from a local group home. The class operates under the auspicies of the Municipality of Lunenburg and most of the students work at the Art Workshop. Classes are held one evening a week for ten weeks and students work at the elementary and junior levels. The program serves a very important need for these adults by allowing them to attend class at the local high school. It develops responsibility towards education and helps in the students' social development. A number of classes are directed toward life skills. One term of the program is funded by the school board. The survey team commends the board for providing this opportunity for adults with special needs and acknowledges the merit of the co-operative working relationships which have developed between the municipality and the board.

The classes which have been described represent a number of special opportunities available to adults through their continuing education program. Their success is a reflection of the commendable commitment on the part of those responsible for the organization, administration and delivery of these programs.

It was reported that outlines for all Public School Programs courses are developed, maintained and available through the supervisor. Outlines exist for all other courses and are on record with the supervisor or the instructor. These outlines may be in detailed or topical form. Certificates prepared by the board are awarded each class participant and photographs are taken at each class closing to acknowledge the event. This procedure serves to recognize the achievements of all class participants and further serves to publicize available program opportunities. This is a desirable practice.

Evaluations are carried out by the instructors in individual courses and the results are communicated to the supervisor. Exams, where administered, are prepared, marked and evaluated by the instructor. The supervisor, through regular visits to all course locations, is aware, in an informal way, of responses of adults to classes. Formal evaluations of student progress for credit purposes are completed by instructors.

Although there are no officially-designated community schools, it was reported to the survey team that schools in the district are available for a variety of community education purposes. A good working relationship exists between the Supervisor of Continuing Education and the five recreation directors in Lunenburg County. They strive to promote programs co-operatively at the local level, utilizing schools as a community resource.

As an example, Bridgewater Junior-Senior High School accommodates approximately 400 adults each week for a variety of purposes. These include adult education classes, recreation programs, public meetings for voluntary organizations, sports clubs, playhouse theatre, defensive driving, and activities for band parents.

The survey team observed the variety and extent of these activities at Bridgewater High School. Utilization of schools in this fashion for community education purposes is a commendable practice. Efforts should be made to extend these opportunities to all areas within the district.

During the time of the survey, at a meeting held with representatives of various agencies in the community and with some of the instructors of programs offered through the continuing education program, positive comments were made by those in attendance. The opportunity for agency representatives and instructors to meet and review developments was regarded as a worthwhile exercise. This type of forum allows for the exchange of information, permitting participants to identify issues, needs and concerns, and opportunities available to them. The survey team suggests that consideration should be given to holding meetings of this nature on a more frequent basis, and to establishing a district council on continuing education intended to bring together representatives of various consumer and provider groups for the purpose of identifying program needs and the opportunities available to meet these needs.

On May 17, 1988 the board adopted its "Guidelines for Average Pupils". The rationale statement in the guidelines states that the board "...in accordance with the Education Act of Nova Scotia, supports the age limit of twenty-one years for free education for pupils. Pupils who exceed the age limit of twenty-one years may be approved as "overage pupils" by the School Board, in accordance with the procedures..." outlined in the guidelines. Procedures are outlined to deal with those pupils over the age of twenty-one who wish to continue in programs they have not completed at the age of twenty-one. Procedures are also outlined to deal with those over the age of twenty-one who wish to return to school after having discontinued attendance. In both instances the responsibility is given to the school principal to make recommendations to the board regarding "approval or disapproval" of the application.

In view of extended opportunities available through continuing education programs for adults and in recognition of the role of the Supervisor of Continuing Education, there would be advantages in having principals contact the Supervisor to ascertain the availability of appropriate programs in continuing education. It would then be possible for a file to be maintained regarding all "over-age pupils" who are following programs offered by the board.

Budget

The total continuing education budget for 1988 was $180,769. Of this amount, $118,342 was available through formula funding from the Department of Education and $62,427 was generated through fees. These amounts contribute towards the development of a comprehensive program.

Fees range from $25.00 to $45.00 per semester. These revenues are used exclusively for continuing education purposes, which reflects the board's commitment to the program. Hourly salaries for instructors range from $19.00 to $23.00.

An annual report is submitted to the program committee and the board outlining the year's program offerings and associated revenues and expenditures. This practice plays a valuable role in keeping the board informed on program achievements and status.

Recommendations

It is recommended that:

12-1 A policy and procedures statement for continuing education programs be prepared by the board.

12-2 The Supervisor of Continuing Education report through the Assistant Superintendent (Programs).

12-3 Consideration be given to increasing administration space available for the continuing education program.

12-4 Utilization of schools for community education be extended to involve more areas within the district.

12-5 The Supervisor of Continuing Education be a resource person regarding the placement of pupils over age 21.

CHAPTER 13

SUMMARY OF RECOMMENDATIONS

Chapter 2, THE BOARD

2-1 The duties of board committees be fully specified.

2-2 Policies, guidelines and procedures of the board be clearly identified, differentiated and coded.

2-3 A procedure be established to process items which are the concern of more than one board committee.

2-4 The board's long range planning committee be established and meet regularly.

Chapter 3, THE STAFF

3-1 The practice of some teachers selecting their own substitute teachers be examined.

3-2 A series of in-service programs for all administrators be held to ensure that those responsible for supervision have the required skills.

3-3 The board review its policy and practices regarding teacher evaluation to ensure that those responsible schedule time appropriate to perform this important task in accordance with board policy.

3-4 The board implement more consistent reporting procedures relative to teacher evaluation and supervision.

3-5 The board develop a policy governing the evaluation of vice-principals.

3-6 The responsibility for the aspects of in-service performed by the two assistant superintendents be assigned to only one assistant superintendent who would be designated to co-ordinate in-service within the district.

3-7 A job description and evaluation procedure for department heads be developed.

3-8 The job description for secretaries be revised to reflect changes in their current roles and in office technology.

3-9 Opportunities be provided for the Supervisor, Secretarial Services to visit the secretaries in their various schools on a more frequent basis or that this duty be removed from the job description.

Chapter 4, THE STUDENTS

4-1 The board develop a policy regarding pupil evaluation procedures and reporting to parents/guardians in order to provide more consistent practices throughout the district.

4-2 An analysis of the results of provincial tests of achievement be undertaken annually and reviewed by the school board and discussed with district curriculum personnel.

4-3 The board be informed on a regular basis of staff efforts to improve any conditions which they have determined affect school and district student test results.

Chapter 6, CURRICULUM

Art, P-6

6-1 The elementary program be reviewed to ensure that all schools are offering an art program that reflects the provincial curriculum guidelines.

Art, 10-12

6-2 The board review the amount of funding allocated for supplies in the art program.

Business Education, 10-12

6-3 In-service for business education teachers include grouping techniques and evaluation procedures.

6-4 The board ensure that supervisory personnel who have responsibilities in the area of business education subjects devote sufficient attention to curriculum concerns.

Computer Unit, 7-9

6-5 Provincially approved computer education units be made available to all junior high students.

6-6 The board develop a long range plan for the acquisition of appropriate software and equipment, including small quantities to encourage classroom teachers to use computers in various subject areas beyond the computer education units.

6-7 The board encourage teachers of the junior high computer units to visit classrooms of other teachers to share ideas and strategies.

6-8 The board investigate the possibility of district-wide licensing arrangements for duplicating software.

Computer Related Studies, 10-12

6-9 The board develop a long range plan to provide class sets of computers and software.

Driver Education

6-10 The board review the driver education program and consider strategies for involving more students.

English Language Arts, P-6

6-11 A plan be developed for the further implementation of the language arts program including:

- sessions on personal and process writing emphasizing the roles of spelling and language usage;
- sessions on methodology, classroom organization, learning activities and materials;
- increasing emphasis on the speaking and listening strands in the program;
- providing assistance to principals as curriculum leaders in language arts.

6-12 Regularly scheduled meetings of resource and classroom teachers be held to ensure that the resource and classroom programs support each other.

English Language Arts, 7-12

6-13 A planned program of in-service be developed to improve the teaching of language arts at the secondary level to include:
- sessions on the writing process;
- evaluation techniques;
- the development of varied oral language activities.

6-14 Drama be given greater time to provide a more balanced language arts program at the secondary level.

6-15 Schools acquire appropriate texts and other learning resources to support the language arts program.

French, P-6

6-16 Within the current model of French implementation used in the district, the board ensure that there is
- sufficient support for classroom teachers during its implementation;
- a process to evaluate the on-going delivery of this model;
- an awareness by supervisory staff of current research on the teaching of French.

6-17 The in-service component for the development for second language proficiency be strengthened.

French, 7-9

6-18 Teachers be provided with in-services to promote a better understanding of the communicative approach, and to develop skills to use this approach.

6-19 A greater degree of uniformity be established in student evaluation practices in the French program throughout the district.

6-20 More emphasis be given to the culture component of the French program at all levels.

French, 10-12

6-21 The board examine program delivery and evaluation practices in the district with a view to achieving greater consistency in the level of proficiency in French language attained by secondary students.

6-22 In-services be organized for high school teachers to strengthen their understanding of the concept and methodology of the communicative approach for the teaching of French.

Health, 7-9

6-23 Meetings be held (a) to clarify the relationship between health education and personal development and relationships programs, and (b) to enable staff to become familiar with resources available.

6-24 Guidelines be developed for student evaluation in health education.

Home Economics, 7-12

6-25 In-service be provided to develop district guidelines for implementing the delivery of home economics to all students in grades 7, 8 and 9, including special needs students and to ensure that all components of the home economics program are included.

6-26 Home economics at both junior and senior high school levels adhere to guidelines as stated in the Department of Education curriculum guides.

6-27 Consideration be given to providing a second home economics class at Park View Education Centre where facilities are underused and there is student demand.

6-28 Teachers be made aware of new additions to the authorized list of instructional materials so that the more recent and relevant information can be made available to students.

Industrial Arts, 7-12

6-29 In-service sessions which address the implementation of design problem solving and computer use in industrial arts be conducted.

6-30 The time allocated to the industrial arts program at the junior high school level meet at least the minimum recommended in Public School Programs.

6-31 A plan be prepared so that as funds become available industrial arts equipment is upgraded where required.

6-32 All electrical equipment in industrial arts workshops be supplied with power in ways that meet safety standards.

Mathemtics, P-6

6-33 A district policy regarding the use of computers and calculators as instructional tools in the mathematics program be developed.

Mathematics, 7-12

6-34 The district develop guidelines for grouping practices in mathematics at the junior high level.

6-35 The district promote consistent approaches to such skills as the use of the calculator, the use of computers in mathematics, estimation and problem solving and concept development with concrete materials.

6-36 Inservice programs be provided to address methodologies for teaching mathematics.

6-37 Approved authorized materials be used for teaching mathematics.

Music, 7-12

6-38 There be more consistency in the secondary music program throughout the district.

6-39 An inventory of music instruments be taken and regularly updated.

Personal Development and Relationships

6-40 All principals and teachers involved in delivery of the personal development and relationships program be provided inservice on the philosophy, curriculum guide and available resources.

6-41 Teaching staff within a school meet regularly to ensure co-ordinated delivery of the personal development and relationships program, to share teaching strategies, and to promote consistent student evaluation procedures.

6-42 Efforts be made to meet the perceived needs of teachers in the area of group dynamics for more effective student-centred teaching of the personal development and relationships program.

Physical Education, P-6

6-43 In-service sessions be provided for physical education teachers and that they be given opportunities to participate in planning for the sessions.

6-44 Regular meetings of physical education teachers be held in order to develop a consistent program which meets the expectations of Public School Programs in both time and content.

Physical Education, 7-9

6-45 A district inservice plan be developed and implemented to provide junior high physical education teachers with opportunities to further develop their expertise in the dance and gymnastics components of the program.

6-46 A district policy be developed to ensure consistency in student evaluation in physical education.

6-47 Consideration be given to having more co-educational physical education classes within the junior high schools.

Physical Education, 10-12

6-48 The board rectify the situations which result in offering credit for physical education programs which have limited physical activity.

6-49 A physical education committee be formed to assist in the development of plans for curriculum development and in-service.

6-50 The time allotment for the physical education program at Chester Municipal High School be 120 hours as recommended in Public School Programs.

Science, P-6

6-51 A district in-service plan be developed and implemented for high school science teachers which would present opportunities for professional development in the following areas:
- strategies for student-centred learning;
- the role of technology in science;
- the role of writing in science;
- updating knowledge of content and processes of science and technology;
- evaluation of science learning.

6-52 Provision be made for safe storage of hazardous materials.

6-53 Principals ensure that there is adequate supervision in the laboratory.

Social Studies, P-6

6-54 Schools review and select appropriate and up-to-date elementary social studies resource materials from the Department of Education School Book Bureau and other sources.

6-55 The district build upon the elementary social studies curriculum support group by providing in-service activities at both the district and school levels which concentrate on:
(a) assisting teachers and staffs in developing coordination of the social studies program;
(b) encouraging teacher interaction and communication about social studies curriculum - laterally and vertically (adjacent grades).

Social Studies, 7-12

6-56 Social studies courses adhere to provincial guidelines, and unauthorized courses be submitted to the Department of Education for approval.

6-57 There be a greater level of involvement by district and school administration in providing leadership and supervision of the social studies program.

6-58 More learning materials such as globes, maps and computer software be acquired to support the teaching of geography at both the junior and senior high levels.

6-59 District opportunities be made available for social studies teachers to become familiar with computers and their potential to enhance social studies programs.

6-60 Statements of district policies and practices be developed for student evaluation in social studies and that these statements include guidelines for the preparation of examinations and test questions.

6-61 In-service sessions be planned and provided for secondary social studies teachers to address weaknesses in the program.

Chapter 7, SPECIAL PROGRAMS

7-1 The board establish a philosophy, policies, practices and a common nomenclature for meeting the needs of students requiring alternative programs.

7-2 District leadership be specifically assigned for the evaluation of student progress and program effectiveness in alternative programs.

7-3 The recommendations of the 1986 report entitled Speech and Language Services - Lunenburg District School Board and the 1987 report entitled Review of Lunenburg District Special Education Programs and Services continue to be implemented.

7-4 All special education programs be regularly evaluated.

7-5 Special education staff be assigned according to district appraisal of student needs.

7-6 Summer school grants be used in accordance with the Regulations under the Education Act.

Chapter 8, SUPPORT SERVICES

8-1 The board develop a district policy and guidelines for the guidance program, and a role description for the guidance counsellors.

8-2 Each school develop a school-based guidance program, which meets district and provincial objectives.

8-3 Supervision of counsellors and evaluation of programs be regularly carried out by school principals and other appropriate supervisory staff.

8-4 A district in-service plan regarding the guidance program be developed to address professional development training needs of counsellors and other personnel.

8-5 A written policy on library services be developed.

8-6 Supervision policies and practices be developed and implemented for teacher-librarians.

8-7 The board investigate ways to have the services offered by the Teachers' Centre more readily available to distant schools.

8-8 In-services be planned to assist teachers in using a wide range of learning resources.

8-9 A plan be developed and appropriate financial resources be provided to maintain audio-visual resources in good repair.

Chapter 9, FINANCE

9-1 The board develop a written policy regarding the budgeting process, including the establishment of responsibilities, budgeting guidelines, and a time frame for budget preparation.

9-2 Account managers be identified on the budget development forms and that the submitted forms be signed by the manager or managers responsible for the account.

9-3 The school board draft budget be based on identified needs rather than solely on anticipated provincial and municipal revenues.

9-4 The board appropriately classify capital expenses and account for the cost of individual capital projects.

9-5 The operations committee and the board be provided with monthly reports of forecasts of revenues and expenditures by reporting category for at least the last half of the fiscal year.

9-6 The board update its tendering procedures and quotation policy.

9-7 The board develop and implement an appropriate capital asset accounting system to properly control and account for all capital assets.

9-8 The board initiate proper controls for safeguarding cash and cheques pending their deposit at the bank.

9-9 The board develop policies and procedures for the establishment and operation of school-based funds, including provision for standardized financial reporting.

9-10 The board develop a policy regarding incorporated, non-profit companies within schools.

9-11 The board require dual signing authority for all school-based accounts.

9-12 The board include a section on insurance and bonding in its manual of policy, procedures and guidelines.

Chapte 10, CONVEYANCE

10-1 The board review the conveyance administration and leadership to re-align the supervisory responsibilities of the Director of Finance and Support Services and the Supervisor of Conveyance.

10-2 The board designate one person to be responsible for parts procurement and inventory to eliminate the need for the Supervisor of Conveyance to perform this function.

10-3 The board designate head bus drivers in each geographical area.

10-4 A complete mechanical and body review of the fleet of buses be conducted, and a program of repair and painting be developed to ensure that all vehicles are continually maintained in a safe operating condition.

10-5 The board develop a form for school bus drivers to report discipline infractions by students.

10-6 In-service be held concerning board policy and procedures, including those involving driver-student relations and discipline.

Chapter 11, PROPERTY SERVICE AND MAINTENANCE

11-1 The board consider a reorganization of the property service and maintenance department.

11-2 Job descriptions be updated for all personnel in property service and maintenance.

11-3 Clerical services be assigned specifically to the property service and maintenance department.

11-4 The board consider establishing one central warehouse and workshop.

11-5 Regular maintenance in-services be carried out with custodians.

11-6 The board provide in-service opportunities for the trades workers.

11-7 The board take appropriate action to correct the deficiencies noted in Appendix D.

Chapter 12, ADULT EDUCATION

12-1 A policy and procedures statement for continuing education programs be prepared by the board.

12-2 The Supervisor of Continuing Education report through the Assistant Superintendent (Programs).

12-3 Consideration be given to increasing administration space available for the continuing education program.

12-4 Utilization of schools for community education be extended to involve more areas within the district.

12-5 The Supervisor of Continuing Education be a resource person regarding the placement of pupils over age 21.

LUNENBURG COUNTY
DISTRICT SCHOOL BOARD
SURVEY REPORT
Appendices

June, 1989

Nova Scotia

Department of
Education

APPENDICES TO THE
LUNENBURG DISTRICT SCHOOL BOARD
SURVEY REPORT

A. PUBLIC BRIEFS

B. ACTUAL AND PROJECTED ENROLMENTS

C. 1988 NOVA SCOTIA ACHIEVEMENT TESTS - PROVINCIAL AND DISTRICT

D. SCHOOL DESCRIPTIONS

E. PILOT COURSES IN LUNENBURG

APPENDIX A

PUBLIC BRIEFS

Twenty briefs were received by the survey team from citizens, school trustees and home and school associations in Lunenburg County. The survey team commends those individuals and groups who presented their concerns through written and oral briefs. Because briefs from individuals are considered confidential, a list of presenters will not be found in this report. Specific recommendations from the survey team will be found separately in the relevant sections of the survey report.

The briefs contained a wide range of concerns and recommendations. The reporting of concerns in this report should not be taken as an indication that the survey team agrees with or can vouch for the accuracy of the points raised in the briefs. The presentation of points from the briefs serves to inform the board that some people were concerned enough to bring them to the attention of the survey team.

Program

A. One parent presented concerns regarding the quality and consistency of second language French instruction. Concern was expressed about the inconsistency of French language achievement of students from different feeder elementary schools and the transition from grade 9 to 10.

Concern was also expressed about the preparation of teachers to teach French and the nature of French instruction which included true/false worksheets.

B. Several briefs indicated concern about the level of support available to students of average and below average performance. A related issue was that of a lack of appropriate communications with parents concerning the level of achievement of their children.

C. Several presentations questioned the current practices of language arts teaching, holistic methods, spelling instruction, and the lack of individual reading. One brief called for an increased emphasis on English instruction in the junior and senior grades.

D. The needs of students designated as learning disabled were also addressed. Students were reported to be grouped by performance and it was said that the slower groups were designated with derogatory labels which affect self-esteem.

E. One brief addressed the types of audio-visual material being used in schools. While appropriate use of curriculum support material was endorsed, showing films such as the horror movie "Friday the 13th" to elementary children was critized. Another brief questioned the frequency with which films were used.

F. One brief expressed concern regarding the preparation for and the nature of school trips.

G. More teacher aides and resource teachers were requested, along with better facilities and equipment for students with problems.

H. One brief called for increased emphasis on discipline and academic subjects in high school, while another called for fewer course options, more free time and more emphasis on extra-curricular activities.

I. A presenter felt that homework at the elementary level was excessive.

J. One brief called for increased emphasis on student enrichment programs at junior high and elementary levels.

K. A complete study of junior high education was advocated in one brief.

L. An art program was called for by one presenter.

Maintenance

A. One brief indicated that inadequate funds are provided for maintenance and upkeep of school facilities.

B. The adequacy of the Mill Cove School building was specifically questioned.

Transportation

A. One brief concerned the need for equal access to school busing. It was claimed that access to busing from Bridgewater town schools is different from access for schools in rural areas.

B. One brief stated that children spend too long on buses while others indicated that the busing system was inefficient and inadequate.

Administration

A. Some briefs suggested the rotation of teachers and local school administrators to new positions on a regular basis.

B. One brief called for elementary schools to be assigned vice-principals.

Students

A. A complaint was lodged regarding students raising money for equipment and then having to leave it when they go to the next grade.

Services (Other)

A. One concern addressed the available food in school cafeterias and specifically recommended that "non-nutritional" food be excluded.

B. One brief spoke highly of the volunteer support of schools by parents generally and their support of school libraries in particular.

Staff

A. In-service training programs were suggested to assist classroom teachers to deal appropriately with students of differing abilities.

B. Parents spoke positively of the support from the Special Services Supervisor.

C. One brief spoke against job-sharing.

D. Another stated that in-services reduced the amount of time children were under instruction.

E. One presenter felt that teachers were assigned to teach subjects for which they were not qualified.

F. It was also suggested that a first aid course should be required for all staff.

Board

A. One presentation related to communication between the district board and parents and school trustees. It was suggested that parents need to be told how and when they can address the board.

B. Another brief stated the board should distribute its funds more equitably among schools.

APPENDIX B

TN406N01
MAR 03/89

NOVA SCOTIA DEPARTMENT OF EDUCATION
ACTUAL & PROJECTED ENROLMENTS - BOARD
SUM OF SCHOOLS

PAGE 1
RPT 406

15 LUNENBURG DISTRICT SCHOOL BRD

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - - -*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	638	615	631	574	612	608	630	627	591	584
1	625	629	609	638	570	614	611	633	630	593
2	625	600	632	623	621	566	609	608	630	627
3	676	600	612	633	638	632	576	619	615	640
4	653	684	610	607	634	636	632	574	617	612
5	654	629	673	617	604	636	641	635	577	623
6	656	652	629	673	627	612	643	657	636	589
SUBTOTAL	4527	4409	4396	4365	4306	4304	4342	4353	4296	4268
7	751	705	705	670	708	665	649	657	633	613
8	747	739	721	690	651	668	664	654	648	631
9	778	709	715	673	654	613	629	625	614	610
SUBTOTAL	2276	2153	2141	2033	2013	1946	1942	1936	1895	1854
10	675	719	696	698	724	678	647	659	645	623
11	525	591	658	638	626	662	615	588	604	585
12	540	503	516	574	574	559	588	550	523	535
SUBTOTAL	1740	1813	1870	1910	1924	1899	1850	1797	1772	1743
EL SPED	25	43	27	11	20	21	21	21	21	21
JR SPED	68	65	46	34	36	34	33	34	35	36
SR SPED	53	54	40	41	27	29	29	28	26	26
SUBTOTAL	146	162	113	86	83	84	83	83	82	83
TOTAL	8689	8537	8520	8394	8326	8233	8217	8169	8045	7948

PRELIMINARY

TN413N01 NOVA SCOTIA DEPARTMENT OF EDUCATION PAGE 1
FEB 19/89 ACTUAL & PROJECTED ENROLMENTS - ALL SCHOOLS PER BOARD RPT 413

15 LUNENBURG DISTRICT SCHOOL BRD
211 BLANDFORD ELEMENTARY

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - - *				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	10	10	8	12	11	12	12	12	11	11
1	14	9	8	8	11	11	12	12	12	11
2	8	12	9	11	7	11	11	12	12	12
3	12	9	11	9	11	7	11	11	12	12
4	12	10	12	10	7	9	6	9	9	10
5	14	12	7	12	11	7	9	6	9	9
6	6	17	11	8	12	12	7	9	6	9
SUBTOTAL	76	79	66	70	70	69	68	71	71	74
TOTAL	76	79	66	70	70	69	68	71	71	74

15 LUNENBURG DISTRICT SCHOOL BRD
393 BLOCKHOUSE ELEMENTARY CONS

	------ ACTUAL ENROLMENTS ------					*----- PROJECTED ENROLMENTS -----*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	37	41	46	28	23	26	27	27	25	25
1	38	41	40	44	28	23	25	26	26	24
2	30	36	41	36	45	27	22	24	25	25
3	32	31	34	41	39	47	28	23	25	26
4	38	32	30	34	39	38	46	27	23	24
5	33	34	32	34	33	39	38	46	27	23
6	32	39	27	29	34	32	38	37	45	26
SUBTOTAL	240	254	250	246	241	232	224	210	196	173
TOTAL	240	254	250	246	241	232	224	210	196	173

TN413N01 NOVA SCOTIA DEPARTMENT OF EDUCATION PAGE 3
FEB 19/89 ACTUAL & PROJECTED ENROLMENTS - ALL SCHOOLS PER BOARD RPT 413

15 LUNENBURG DISTRICT SCHOOL BRD
509 BRIDGEWATER ELEMENTARY

	* - - - - - -	ACTUAL ENROLMENTS	- - - - - - *			* - - - - -	PROJECTED ENROLMENTS	- - - - - -*		
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	92	87	87	85	92	90	94	93	88	86
1	84	84	90	91	89	96	94	98	97	92
2	88	79	79	96	90	91	99	97	101	100
3	86	87	91	81	94	90	91	99	97	101
4	115	89	83	86	94	99	95	96	104	102
5	106	108	89	90	87	98	103	99	100	108
6	108	98	105	89	99	91	103	108	104	105
SUBTOTAL	679	632	624	618	645	655	679	690	691	694
EL SPED	6	9	8	7	6	7	7	7	7	7
SUBTOTAL	6	9	8	7	6	7	7	7	7	7
TOTAL	685	641	632	625	651	662	686	697	698	701

TN413N01
FEB 19/89

NOVA SCOTIA DEPARTMENT OF EDUCATION
ACTUAL & PROJECTED ENROLMENTS - ALL SCHOOLS PER BOARD

PAGE 4
RPT 413

15 LUNENBURG DISTRICT SCHOOL BRD
508 BRIDGEWATER JUNIOR-SENIOR HIGH

	ACTUAL ENROLMENTS					PROJECTED ENROLMENTS				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
7	94	107	104	102	85	93	90	94	94	93
8	98	93	89	96	91	77	84	82	85	85
9	121	88	88	76	87	82	69	76	74	77
SUBTOTAL	313	288	281	274	263	252	243	252	253	255
10	88	120	98	81	95	95	90	76	83	81
11	64	73	119	92	79	92	92	87	74	80
12	82	70	71	98	96	78	91	91	86	73
SUBTOTAL	234	263	288	271	270	265	273	254	243	234
JR SPED	6	18	11	11	13	11	11	11	11	11
SR SPED			9	10	11	10	11	10	9	9
SUBTOTAL	6	18	20	21	24	21	22	21	20	20
TOTAL	553	569	589	566	557	538	538	527	516	509

15 LUNENBURG DISTRICT SCHOOL BRD
399 CENTRE CONSOLIDATED

	*- - - - - - ACTUAL ENROLMENTS				- - - - - -*	*- - - - - PROJECTED ENROLMENTS				- - - - -*
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	55	38	51	47	50	49	51	51	48	47
1	54	55	41	44	49	50	49	51	51	48
2	55	60	56	42	41	48	49	48	50	50
3	70	56	62	53	46	42	49	51	49	52
4	46	71	57	60	54	46	42	49	51	49
5	61	48	72	60	59	55	47	43	50	52
6	70	60	48	63	61	58	54	46	42	49
SUBTOTAL	411	388	387	369	360	348	341	339	341	347
7	109	92	81	72	82	84	80	75	63	58
8	97	103	93	76	72	81	83	79	74	62
9	95	92	98	85	77	69	78	80	76	71
SUBTOTAL	301	287	272	233	231	234	241	234	213	191
TOTAL	712	675	659	602	591	582	582	573	554	538

NOVA SCOTIA DEPARTMENT OF EDUCATION
ACTUAL & PROJECTED ENROLMENTS - ALL SCHOOLS PER BOARD

15 LUNENBURG DISTRICT SCHOOL BRD
209 CHESTER BASIN ELEMENTARY

	- - - - - - ACTUAL ENROLMENTS - - - - - -					*- - - - - PROJECTED ENROLMENTS - - - - -*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	29	12	20	14	16	15	16	16	15	15
1	18	15	11	18	15	15	14	15	15	14
2	24	11	14	12	15	13	13	12	13	13
3	43	13	11	14	13	16	14	14	13	14
4	24	21	11	10	13	12	15	13	13	12
5	22									
SUBTOTAL	160	72	67	68	72	71	72	70	69	68
TOTAL	160	72	67	68	72	71	72	70	69	68

15 LUNENBURG DISTRICT SCHOOL BRD
207 CHESTER DISTRICT

	* - - - - - ACTUAL ENROLMENTS - - - - - *					* - - - - PROJECTED ENROLMENTS - - - - -*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	50	48	38	37	41	40	41	41	39	38
1	37	53	44	41	40	44	43	44	44	42
2	35	35	53	40	42	39	43	42	43	43
3	36	40	38	52	40	42	39	43	42	43
4	45	54	41	42	49	41	43	40	44	43
5	45	47	54	39	40	47	39	41	38	42
6	48	49	44	59	39	40	47	39	41	38
SUBTOTAL	296	326	312	310	291	293	295	290	291	289
7	99	65	60	58	62	46	47	56	46	49
SUBTOTAL	99	65	60	58	62	46	47	56	46	49
EL SPED	19	21	19	4	14	14	14	14	14	14
SUBTOTAL	19	21	19	4	14	14	14	14	14	14
TOTAL	414	412	391	372	367	353	356	360	351	352

TN407N01
MAR 03/89

NOVA SCOTIA DEPARTMENT OF EDUCATION
ACTUAL & PROJECTED ENROLMENTS BY SCHOOL

15 LUNENBURG DISTRICT SCHOOL BRD
216 CHESTER MUNICIPAL HIGH

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - - -*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
7	35	26	63	62	44	60	59	61	61	61
8	154	161	125	150	132	99	135	133	138	138
9	159	144	143	116	143	124	93	127	125	130
SUBTOTAL	348	331	331	328	319	283	287	321	324	329
10	118	135	143	144	115	143	124	93	127	125
11	79	91	93	105	109	86	107	92	69	95
12	112	75	89	93	105	106	84	104	89	67
SUBTOTAL	309	301	325	342	329	335	315	289	285	287
JR SPED	15	18	18	10	9	8	8	9	10	10
SR SPED		2	4	10						
SUBTOTAL	15	20	22	20	9	8	8	9	10	10
TOTAL	672	652	678	690	657	626	610	619	619	626

15 LUNENBURG DISTRICT SCHOOL BRD
210 GOLD RIVER-WESTERN SHORE

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - - -*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	20	28	22	20	28	24	25	25	24	23
1	22	23	26	28	20	29	25	26	26	25
2	16	23	25	27	26	20	29	25	26	26
3	18	18	19	25	28	26	20	30	25	26
4	21	25	20	18	23	26	24	19	28	23
5	19	44	45	31	27	35	40	37	29	43
6	28	38	41	47	31	28	36	41	38	30
SUBTOTAL	144	199	198	196	183	188	199	203	196	196
TOTAL	144	199	198	196	183	188	199	203	196	196

TN413N01
FEB 19/89

NOVA SCOTIA DEPARTMENT OF EDUCATION
ACTUAL & PROJECTED ENROLMENTS - ALL SCHOOLS PER BOARD

15 LUNENBURG DISTRICT SCHOOL BRD
403 HEBBVILLE CONS JUNIOR HIGH

	------ ACTUAL ENROLMENTS ------					*----- PROJECTED ENROLMENTS -----*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
7	149	165	169	141	153	142	138	144	144	142
8	150	138	166	167	152	158	147	143	149	149
9	148	149	148	163	159	147	153	142	138	144
SUBTOTAL	447	452	483	471	464	447	438	429	431	435
JR SPED	19	16	17	13						
SUBTOTAL	19	16	17	13						
TOTAL	466	468	500	484	464	447	438	429	431	435

15 LUNENBURG DISTRICT SCHOOL BRD
395 HEBBVILLE ELEMENTARY

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - - -*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	42	53	40	39	51	46	47	47	44	44
1	50	44	51	45	42	56	51	52	52	48
2	45	50	42	52	40	40	53	49	50	50
3	42	45	54	45	53	42	42	55	51	52
4	50	39	44	50	43	50	40	40	52	48
5	40	52	38	41	49	42	48	39	39	50
6	40	41	58	40	41	50	43	49	40	40
SUBTOTAL	309	324	327	312	319	326	324	331	328	332
TOTAL	309	324	327	312	319	326	324	331	328	332

15 LUNENBURG DISTRICT SCHOOL BRD
628 LUNENBURG ELEMENTARY

	*- - - - - - ACTUAL ENROLMENTS				- - - - - -*	*- - - - - PROJECTED ENROLMENTS				- - - - -*
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	26	19	33	24	34	30	31	31	29	29
1	35	27	17	32	21	31	28	29	29	27
2	27	30	26	18	33	22	32	29	30	30
3	34	26	29	26	19	34	23	33	30	31
4	42	29	28	26	25	18	32	21	31	28
5	26	39	26	28	28	26	19	33	22	32
SUBTOTAL	190	170	159	154	160	161	165	176	171	177
TOTAL	190	170	159	154	160	161	165	176	171	177

15 LUNENBURG DISTRICT SCHOOL BRD
627 LUNENBURG JUNIOR-SENIOR HIGH

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - - *				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
6	36	24	38	29	24	25	26	26	26	24
SUBTOTAL	36	24	38	29	24	25	26	26	26	24
7	42	37	24	35	33	25	26	27	27	27
8	50	44	41	23	33	31	24	25	26	26
9	52	51	43	46	21	33	31	24	25	26
SUBTOTAL	144	132	108	104	87	89	81	76	78	79
10	26	35	43	35	43	18	29	27	21	22
11	34	19	31	36	34	39	16	26	24	19
12	24	33	18	31	33	33	37	15	25	23
SUBTOTAL	84	87	92	102	110	90	82	68	70	64
TOTAL	264	243	238	235	221	204	189	170	174	167

15 LUNENBURG DISTRICT SCHOOL BRD
629 MAHONE BAY

	------ ACTUAL ENROLMENTS ------					*----- PROJECTED ENROLMENTS -----*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	25	25	22	27	22	24	25	25	23	23
1	38	25	27	23	30	24	26	27	27	25
2	26	36	23	25	19	26	21	23	24	24
3	32	26	35	26	27	21	29	23	25	27
4	32	33	28	34	25	26	20	28	22	24
5	21	25	30	28	34	25	26	20	28	22
6	23	21	27	28	29	35	25	26	20	29
SUBTOTAL	197	191	192	191	186	181	172	172	169	174
7	71	61	65	54	63	62	74	53	55	43
8	75	74	64	67	54	64	63	75	54	56
9	61	65	74	55	58	47	55	54	65	47
SUBTOTAL	207	200	203	176	175	173	192	182	174	146
TOTAL	404	391	395	367	361	354	364	354	343	320

15 LUNENBURG DISTRICT SCHOOL BRD
215 MILL COVE DISTRICT

	* - - - - - - ACTUAL	ENROLMENTS	- - - - - - *			* - - - - - PROJECTED	ENROLMENTS	- - - - - *		
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	22	14	27	16	14	15	16	16	15	15
1	11	22	22	28	13	13	14	15	15	14
2	18	13	30	27	27	14	14	15	16	16
3	28	27	23	29	32	29	15	15	16	17
4	23	30	26	21	29	31	28	14	14	15
5	31	26	31	25	18	26	28	25	13	13
6	21	30	26	29	26	18	26	28	25	13
SUBTOTAL	154	162	185	175	159	146	141	128	114	103
7	24	22	29	23	26	23	16	23	25	22
SUBTOTAL	24	22	29	23	26	23	16	23	25	22
TOTAL	178	184	214	198	185	169	157	151	139	125

15 LUNENBURG DISTRICT SCHOOL BRD
397 NEW GERMANY ELEMENTARY CONS

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - PROJECTED ENROLMENTS - - - - - *				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	63	59	51	68	62	66	69	68	65	64
1	52	69	56	50	58	57	61	63	62	60
2	57	54	70	58	47	57	56	60	62	61
3	50	50	54	61	60	45	55	54	58	60
4	50	52	55	57	61	61	46	56	55	59
5	34	49	49	53	55	59	59	44	54	53
6	50	35	52	50	55	57	61	61	45	56
SUBTOTAL	356	368	387	397	398	402	407	406	401	413
TOTAL	356	368	387	397	398	402	407	406	401	413

15 LUNENBURG DISTRICT SCHOOL BRD
402 NEW GERMANY RURAL HIGH

	* - - - - - - ACTUAL	ENROLMENTS	- - - - - - *			* - - - - - PROJECTED	ENROLMENTS	- - - - - *		
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
7	103	106	84	103	103	99	96	101	101	100
8	97	101	120	85	96	100	96	93	98	98
9	115	101	98	112	81	91	94	91	88	92
SUBTOTAL	315	308	302	300	280	290	286	285	287	290
10	89	81	82	72	93	63	71	74	71	69
11	54	68	87	68	64	80	54	61	64	61
12	46	51	54	72	56	53	66	45	50	53
SUBTOTAL	189	200	223	212	213	196	191	180	185	183
JR SPED	13	9			14	15	14	14	14	15
SUBTOTAL	13	9			14	15	14	14	14	15
TOTAL	517	517	525	512	507	501	491	479	486	488

NOVA SCOTIA DEPARTMENT OF EDUCATION
ACTUAL & PROJECTED ENROLMENTS BY SCHOOL

15 LUNENBURG DISTRICT SCHOOL BRD
214 NEW ROSS CONSOLIDATED

	* - - - - - - ACTUAL ENROLMENTS				- - - - - - *	* - - - - - PROJECTED ENROLMENTS				- - - - - -*
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	22	18	15	9	19	16	17	17	16	16
1	25	19	17	17	8	18	15	16	16	15
2	29	22	25	15	17	8	17	14	15	15
3	30	24	19	23	15	16	8	16	13	14
4	19	31	30	21	23	16	17	8	17	14
5	27	21	31	26	21	21	15	16	7	16
6	30	23	20	31	29	22	22	16	17	7
SUBTOTAL	182	158	157	142	132	117	111	103	101	97
7	25	24	26	20	57	31	23	23	17	18
8	26	25	23	26	21	58	32	24	24	17
9	26	19	23	20	28	20	56	31	23	23
SUBTOTAL	77	68	72	66	106	109	111	78	64	58
10	31	18	19	22	22	29	21	58	32	24
11	15	29	15	15	21	20	26	19	52	28
12	23	13	27	13	14	19	18	24	17	47
SUBTOTAL	69	60	61	50	57	68	65	101	101	99
EL SPED		13								
JR SPED		4								
SR SPED		3								
SUBTOTAL		20								
TOTAL	328	306	290	258	295	294	287	282	266	254

15 LUNENBURG DISTRICT SCHOOL BRD
404 NEWCOMBVILLE ELELMENTARY CONS

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - -*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	46	44	55	49	43	47	48	48	45	45
1	46	43	42	56	48	43	47	48	48	45
2	41	44	38	45	58	51	45	50	51	51
3	49	38	41	43	42	59	52	46	51	52
4	40	51	37	43	42	42	59	52	46	51
5	59	32	48	41	46	46	46	64	57	50
6	58	61	32	49	39	46	46	46	64	57
SUBTOTAL	339	313	293	326	318	334	343	354	362	351
TOTAL	339	313	293	326	318	334	343	354	362	351

15 LUNENBURG DISTRICT SCHOOL BRD
409 PARKVIEW EDUCATION CENTRE

	------ ACTUAL ENROLMENTS ------					*----- PROJECTED ENROLMENTS -----*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
10	323	330	311	344	356	330	312	331	311	302
11	279	311	313	322	319	345	320	303	321	302
12	253	261	257	267	270	270	292	271	256	272
SUBTOTAL	855	902	881	933	945	945	924	905	888	876
SR SPED	53	49	27	21	16	19	18	18	17	17
SUBTOTAL	53	49	27	21	16	19	18	18	17	17
TOTAL	908	951	908	954	961	964	942	923	905	893

15 LUNENBURG DISTRICT SCHOOL BRD
400 PENTZ ELEMENTARY CONSOLIDATED

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - - *				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	31	32	35	20	38	31	32	31	30	29
1	23	35	31	32	20	37	31	32	31	30
2	30	20	35	33	30	20	37	31	32	31
3	26	32	19	35	34	30	20	38	31	32
4	18	26	32	21	34	34	30	20	38	31
5	29	21	30	33	21	35	35	30	20	39
6	21	28	25	27	31	19	32	32	28	18
SUBTOTAL	178	194	207	201	208	206	217	214	210	210
TOTAL	178	194	207	201	208	206	217	214	210	210

15 LUNENBURG DISTRICT SCHOOL BRD
401 PETITE RIVIERE ELEM CONS

	- - - - - - ACTUAL ENROLMENTS - - - - - -					*- - - - - PROJECTED ENROLMENTS - - - - -*				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	15	27	26	15	19	20	21	21	19	19
1	18	14	29	28	16	20	21	23	23	20
2	27	19	14	27	28	15	19	20	22	22
3	26	27	18	16	27	30	16	20	21	24
4	29	30	23	19	18	29	33	17	22	23
5	26	30	27	24	20	19	30	35	18	23
6	26	29	26	27	25	20	19	31	36	18
SUBTOTAL	167	176	163	156	153	153	159	167	161	149
TOTAL	167	176	163	156	153	153	159	167	161	149

15 LUNENBURG DISTRICT SCHOOL BRD
392 RIVERPORT ELEMENTARY CONS

	* - - - - - - ACTUAL ENROLMENTS - - - - - - *					* - - - - - PROJECTED ENROLMENTS - - - - - *				
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	16	21	22	23	23	24	24	24	23	23
1	22	16	21	21	22	22	23	23	23	22
2	21	19	14	22	22	23	23	24	24	24
3	20	19	22	14	21	22	22	22	23	23
4	19	19	20	22	14	21	22	22	22	23
5	18	15	19	20	21	14	21	22	22	22
6	24	17	20	23	19	23	15	23	24	24
SUBTOTAL	140	126	138	145	142	149	150	160	161	161
TOTAL	140	126	138	145	142	149	150	160	161	161

15 LUNENBURG DISTRICT SCHOOL BRD
405 TANCOOK ISLAND

	* - - - - - - ACTUAL	ENROLMENTS	- - - - - - *			* - - - - - PROJECTED	ENROLMENTS	- - - - -*		
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	2	1		4	2	2	2	2	2	2
1	4	2	1		5	2	2	2	2	2
2	3	4	3	2		5	2	2	2	2
3	3	2	3	3	3		5	2	2	2
4	2	4	2	4	3	3		6	2	2
5	6	1	4	2	4	3	3		6	2
6		5		5	3	6	4	4		8
SUBTOTAL	20	19	13	20	20	21	18	18	16	20
TOTAL	20	19	13	20	20	21	18	18	16	20

15 LUNENBURG DISTRICT SCHOOL BRD
394 WEST NORTHFIELD ELEM CONS

	* - - - - - - ACTUAL ENROLMENTS				- - - - - - *	* - - - - - PROJECTED ENROLMENTS				- - - - - -*
GRADE	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94
PR	32	31	33	37	24	31	32	32	30	30
1	22	31	35	32	35	23	30	31	31	29
2	34	23	35	35	34	36	24	31	32	32
3	38	30	29	37	34	34	37	24	31	32
4	28	37	30	29	38	34	34	37	24	31
5	37	25	40	30	30	39	35	35	38	24
6	35	37	29	40	30	30	39	35	35	38
SUBTOTAL	226	214	231	240	225	227	231	225	221	216
TOTAL	226	214	231	240	225	227	231	225	221	216

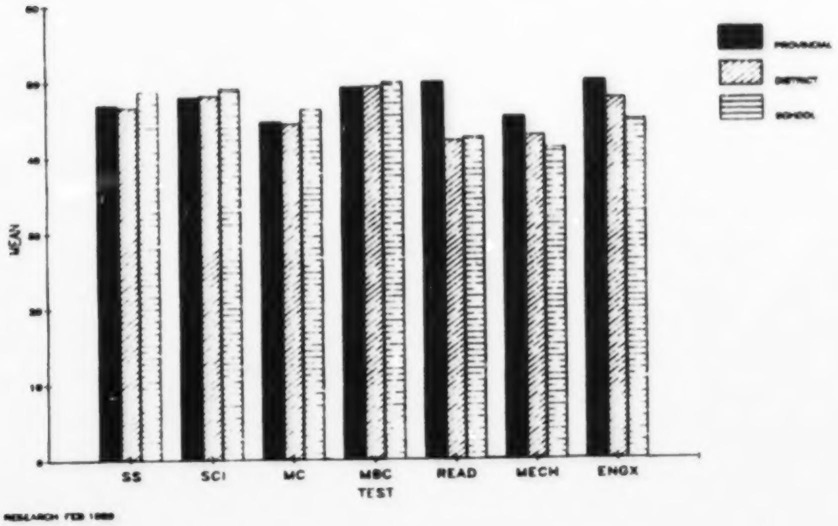
APPENDIX C

1988 Nova Scotia Achievement Tests
Provincial and District

The following two bar graphs illustrate the Nova Scotia Achievement Test Results for 1987-88 for Level 9 and Level 12 for both the province and the district and for one of the district's schools. It must be emphasized that these two charts represent different students with different experiences and cannot be compared to each other. Similar bar graphs for all schools are found following these examples and explanatory notes.

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT

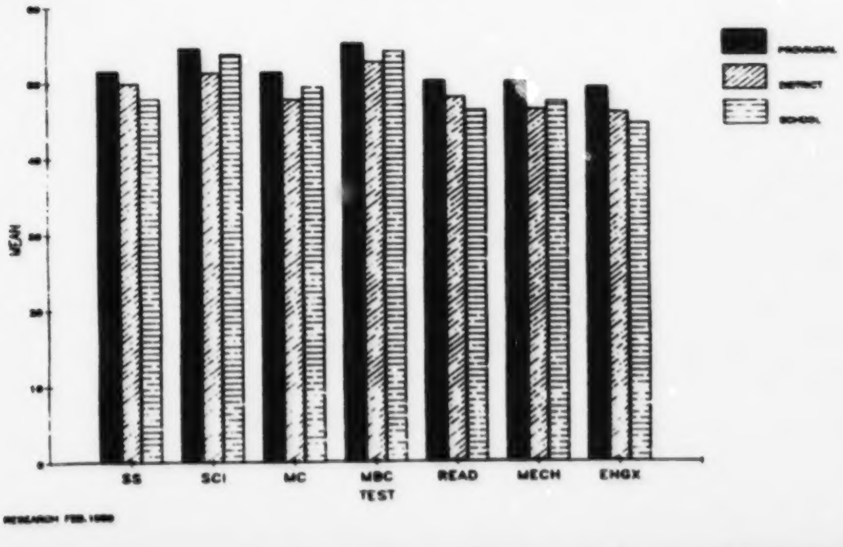
1988



RESEARCH FEB 1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 12
LUNENBURG DISTRICT

1988

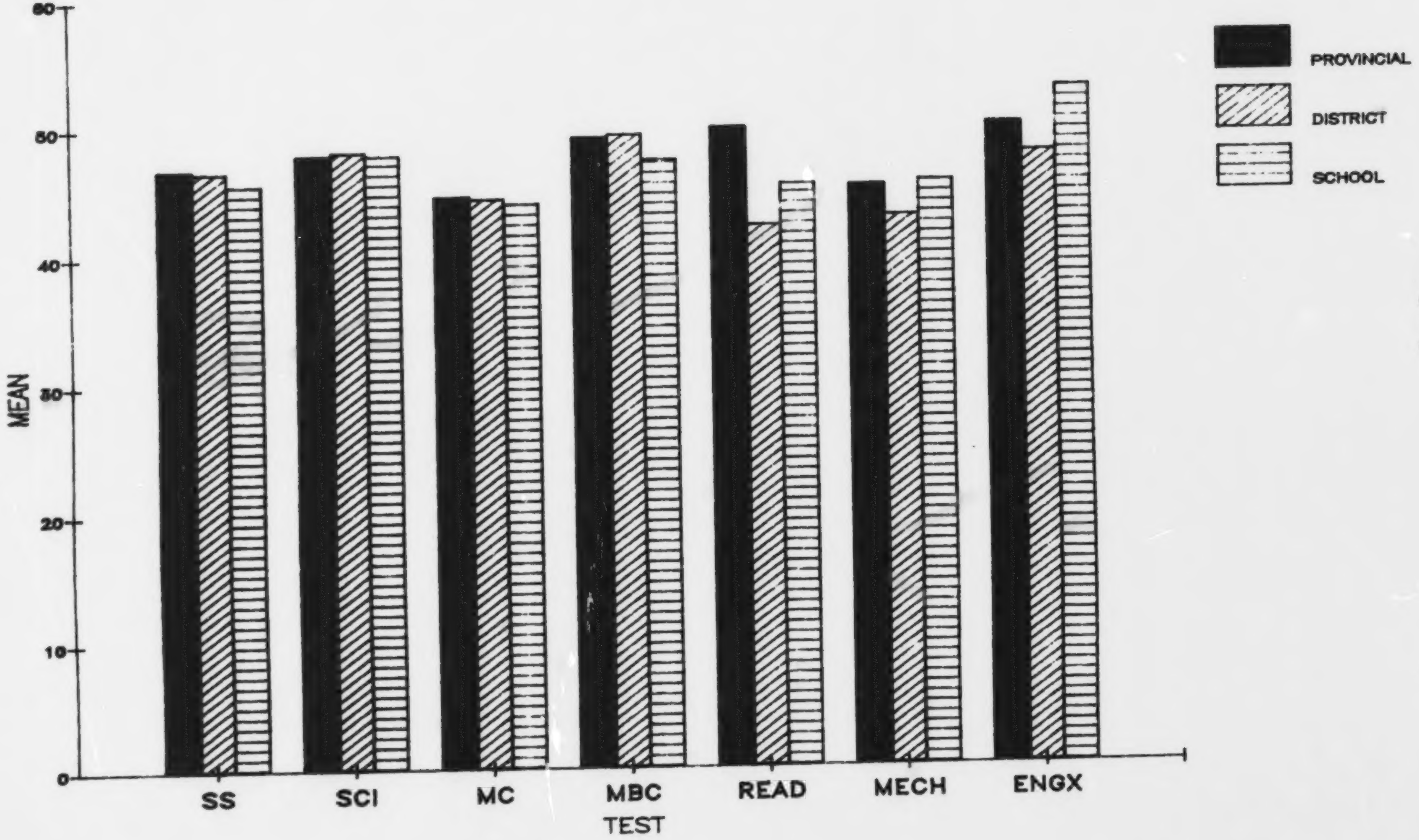


RESEARCH FEB 1989

By using these graphs, it can be observed that, at the grade 9 level, the provincial average and district averages are similar for social studies, science, math computation and math concepts. There are notable discrepancies between provincial and district scores in the three areas of language evaluated by this testing device. At the grade 12 level there are notable discrepancies between provincial and district scores in most areas evaluated by this testing device. These school test results are discrete onto themselves, but may be compared with the same levels in previous school years and against the provincial norm for those years to see if curriculum implementation or changes are leading to improvements or contributing to deficiencies. These scores, however, represent a measurement of the results of only a part of the provincial program.

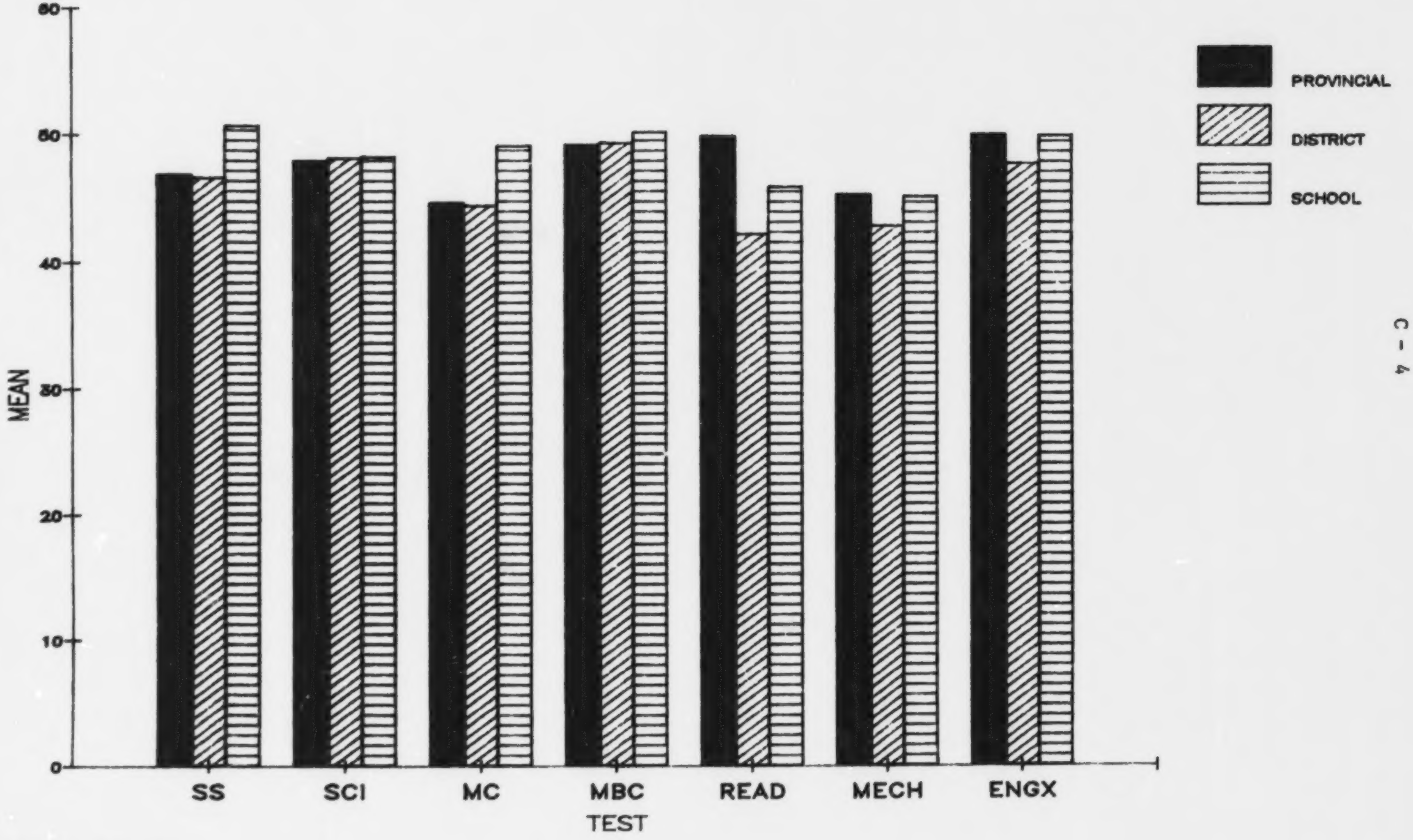
Individual schools should further compare their school scores to see if they are at, above, or below the district or provincial scores. Using the level 9 example, it becomes obvious that the representive school exceeds the provincial and district averages in social studies, science, math basic computation, and is near provincial and district averages in math basic concepts, but is well below provincial averages in the language areas evaluated by this test. Using the level 12 example, the representative school is below provincial averages in some areas, but exceeds district averages in all areas except social studies, reading, and English expression.

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT
MAHONE BAY CONSOLIDATED
1988



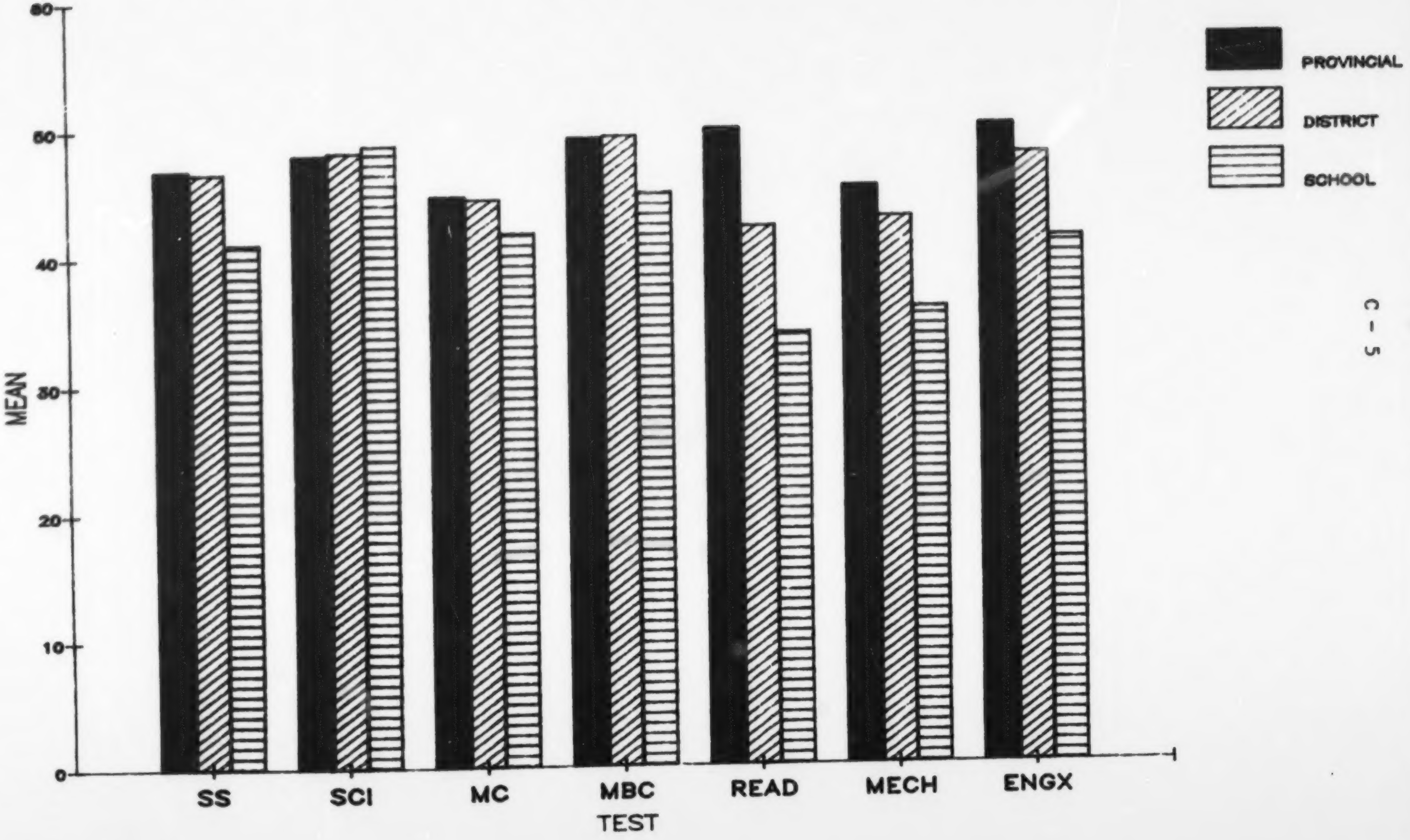
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT
BRIDGEWATER JUNIOR-SENIOR HIGH
1988



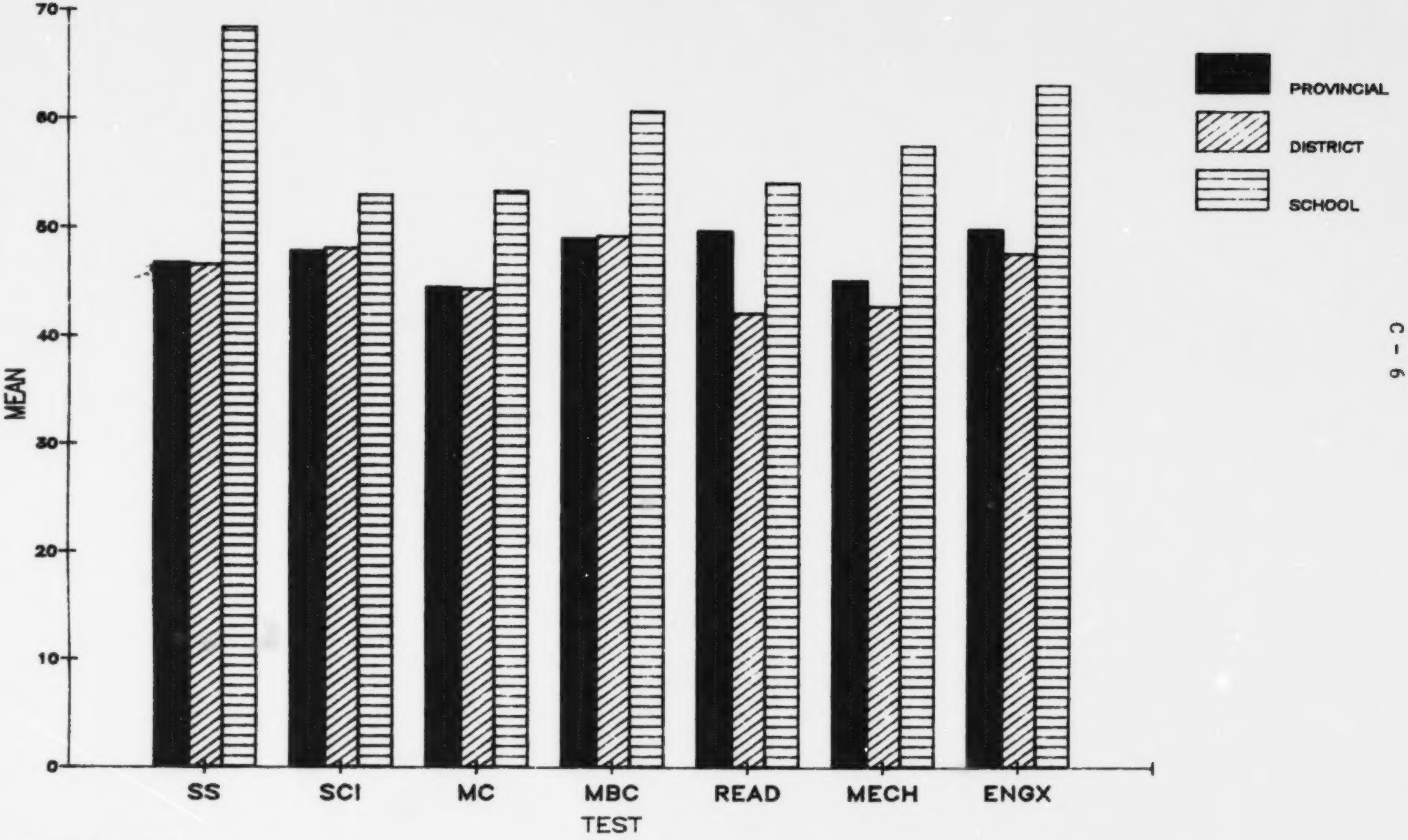
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT
NEW ROSS CONSOLIDATED
1988



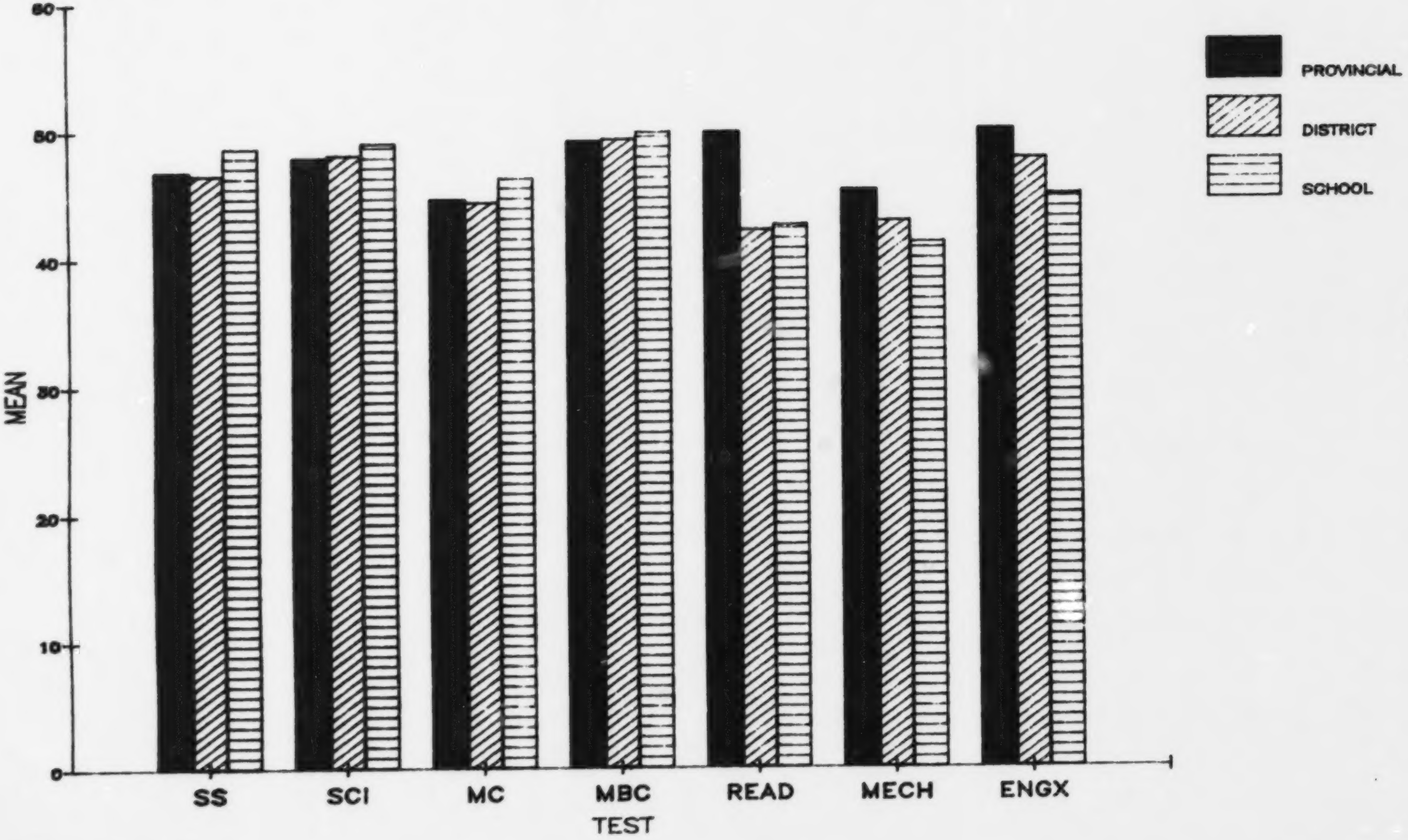
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT
LUNENBURG JUNIOR-SENIOR HIGH
1988



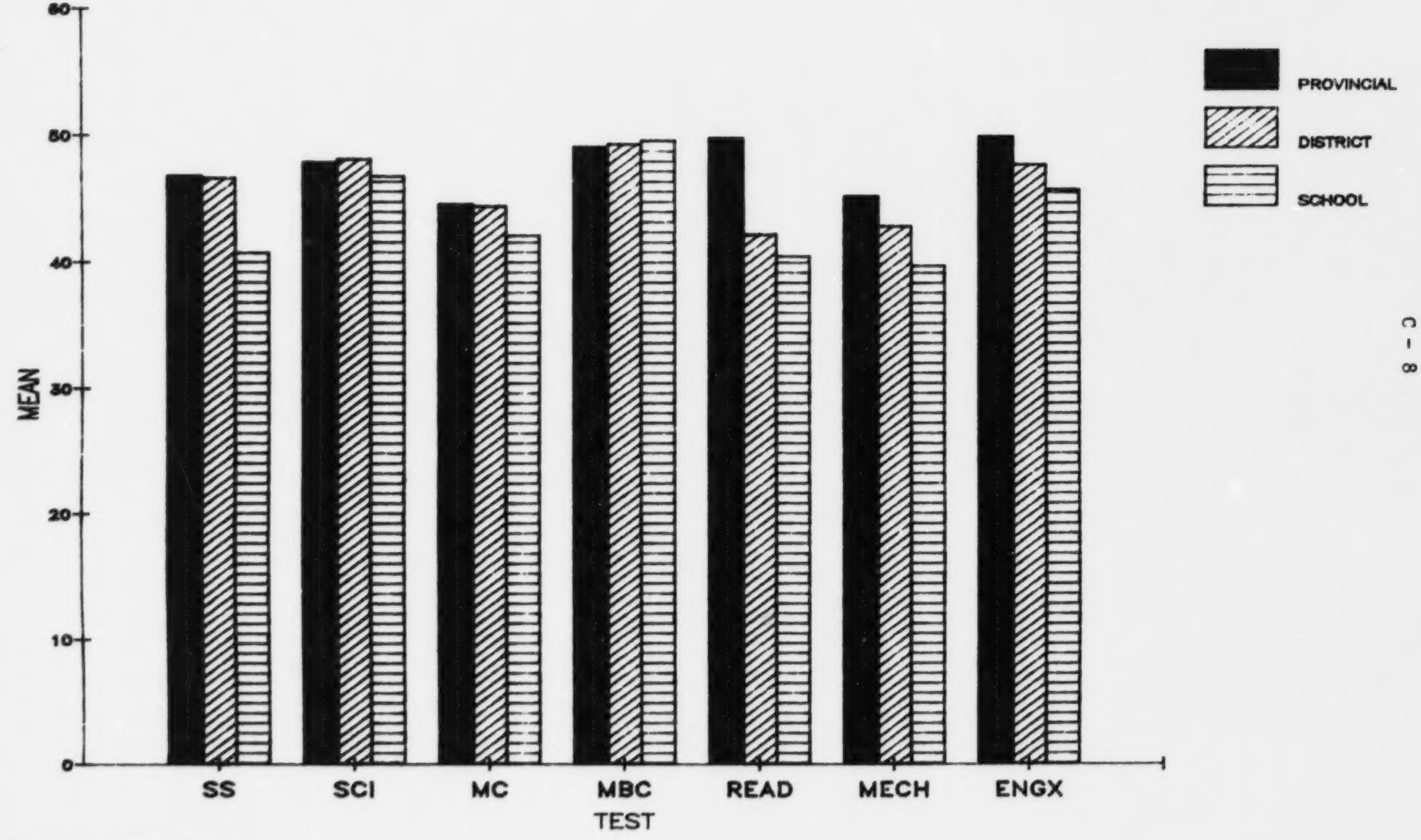
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT
CHESTER MUNICIPAL HIGH
1988



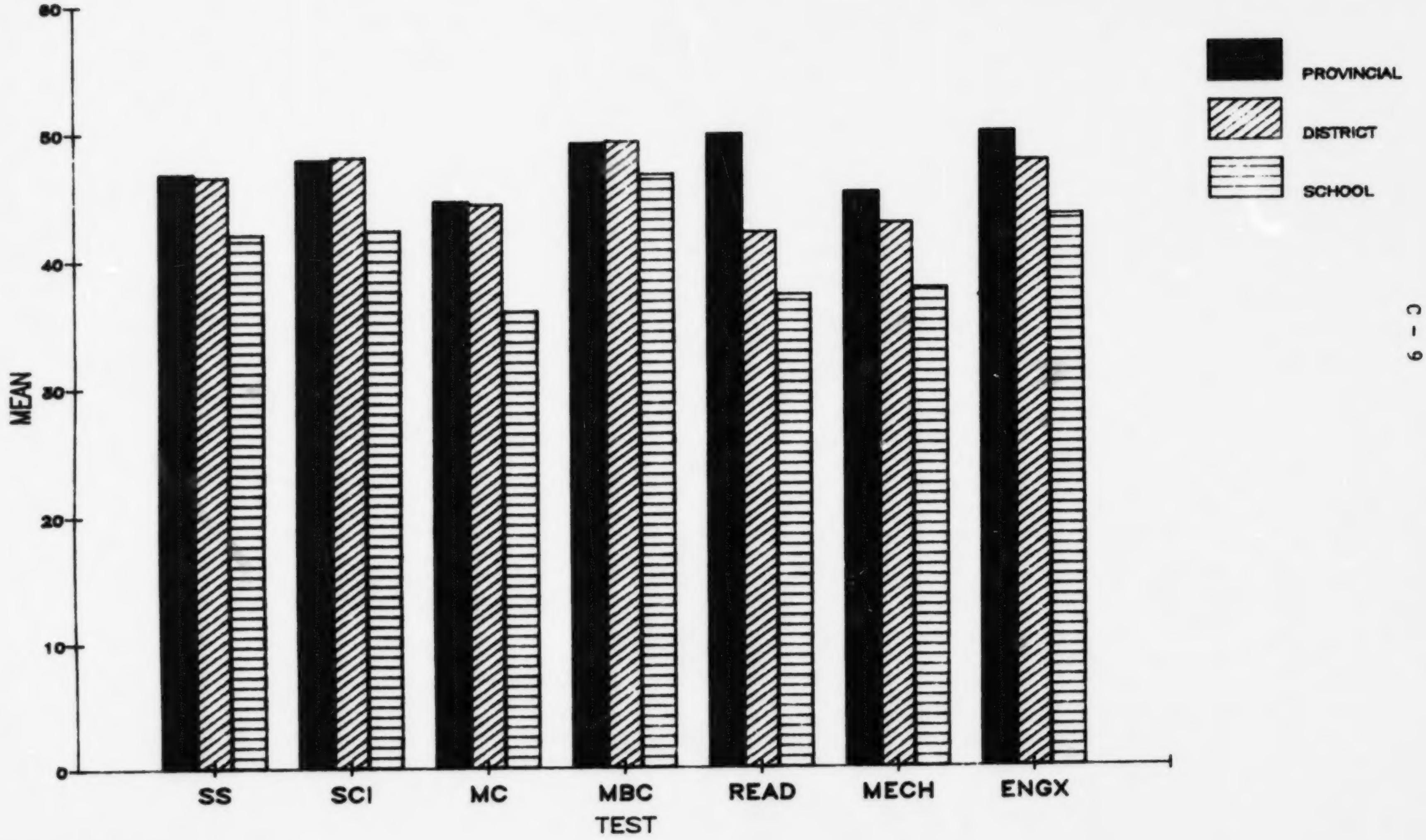
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT
HEBBVILLE CONS. JUNIOR HIGH
1988



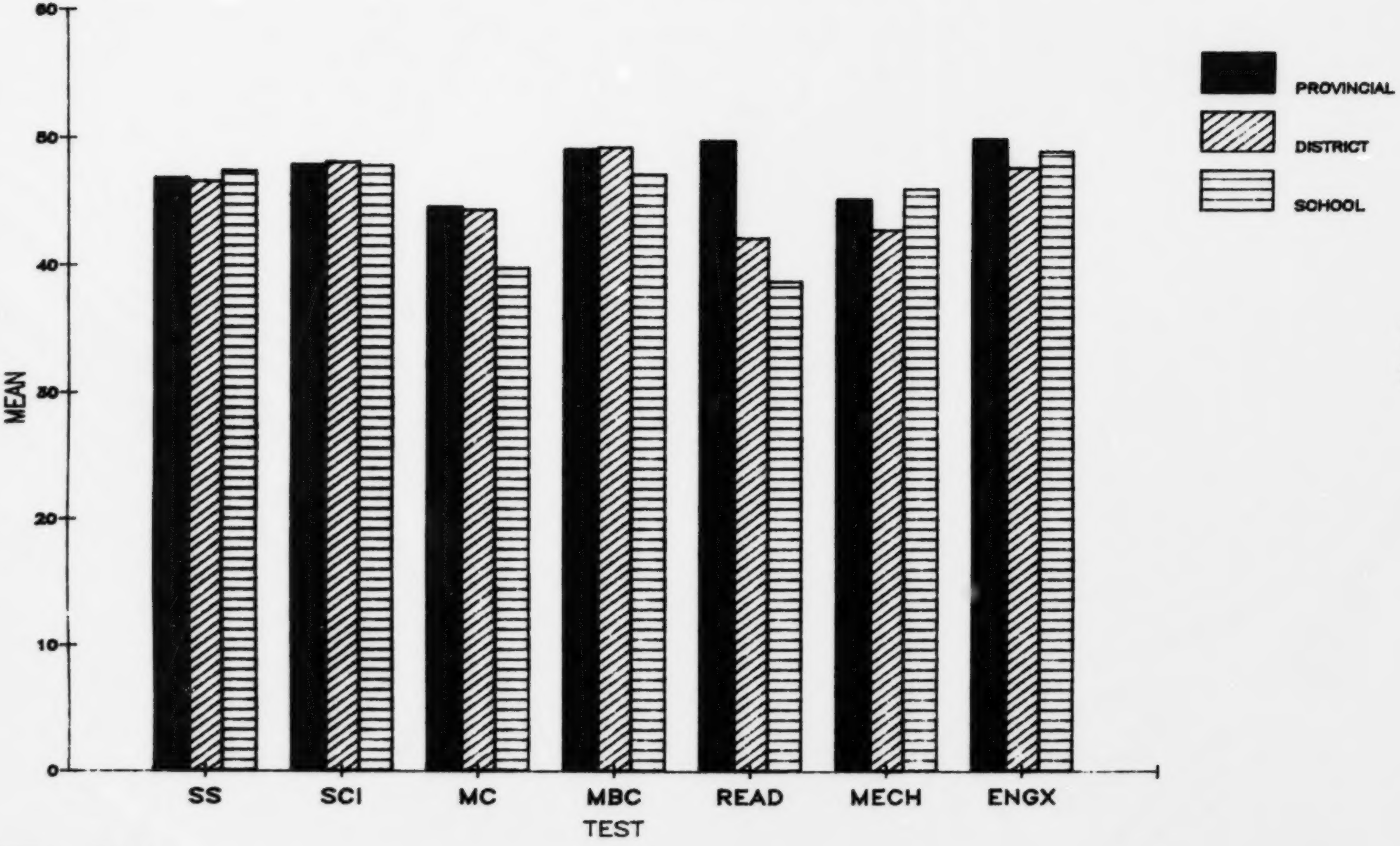
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT
CENTRE CONSOLIDATED
1988



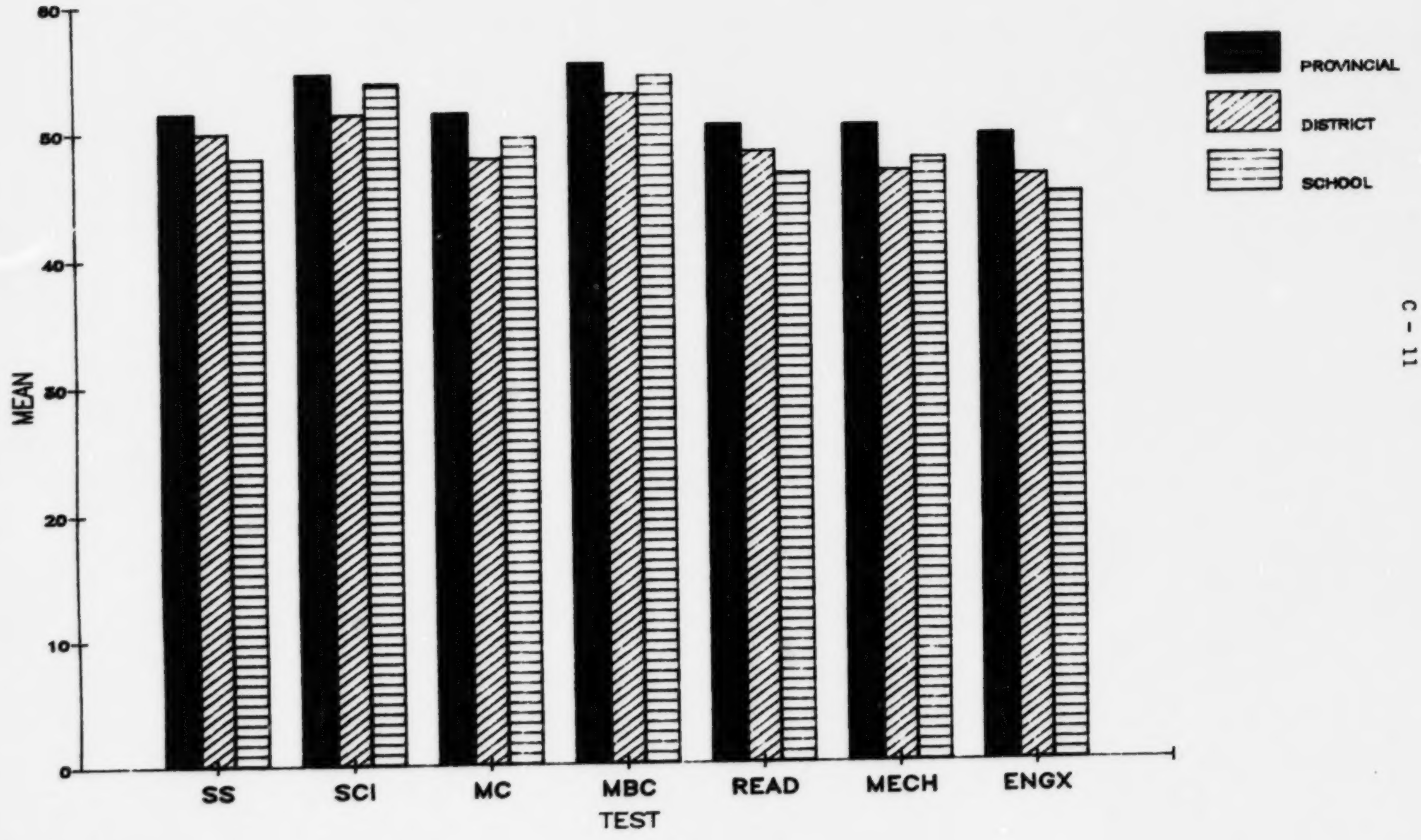
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 9
LUNENBURG DISTRICT
NEW GERMANY RURAL HIGH
1988



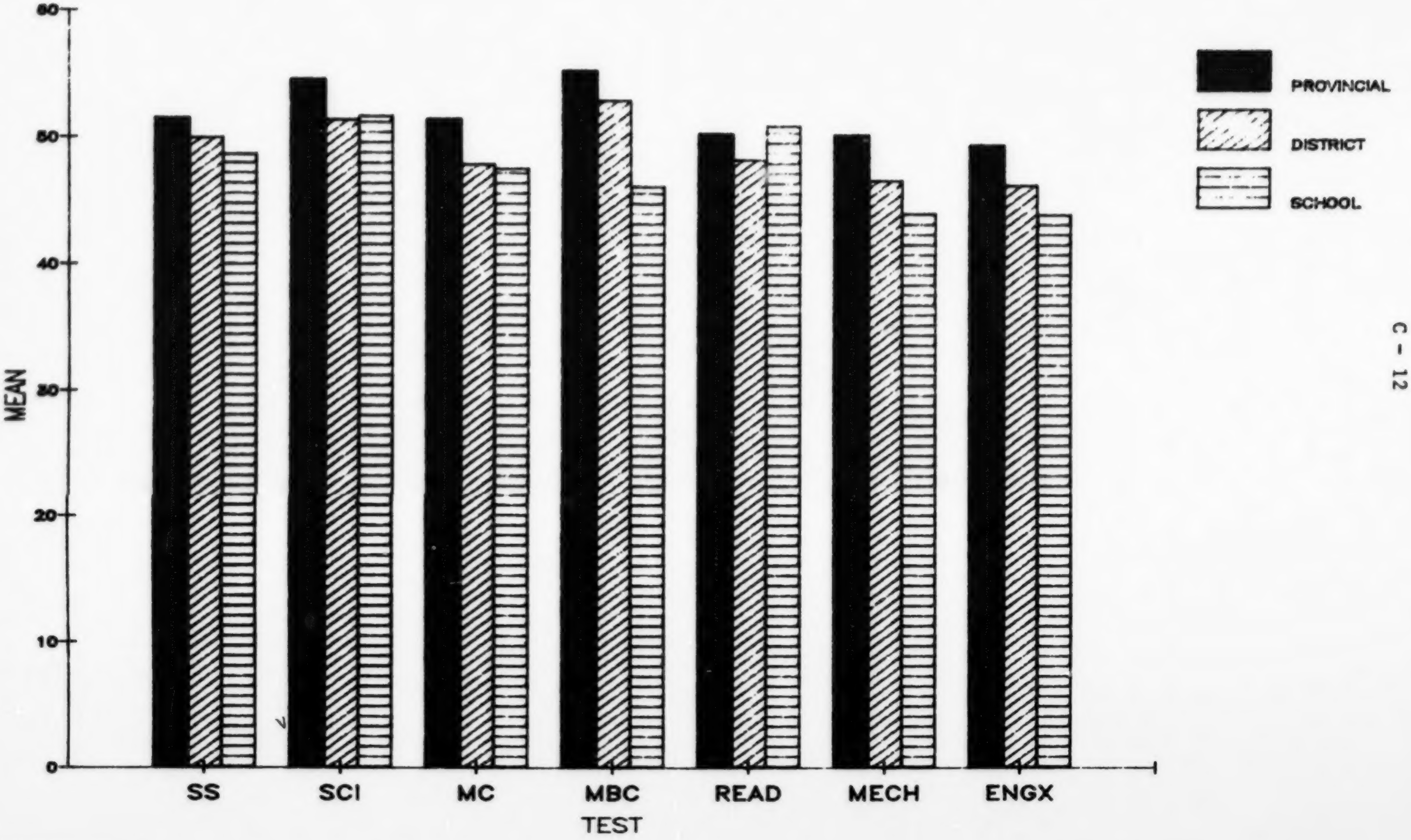
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 12
LUNENBURG DISTRICT
CHESTER MUNICIPAL HIGH
1988



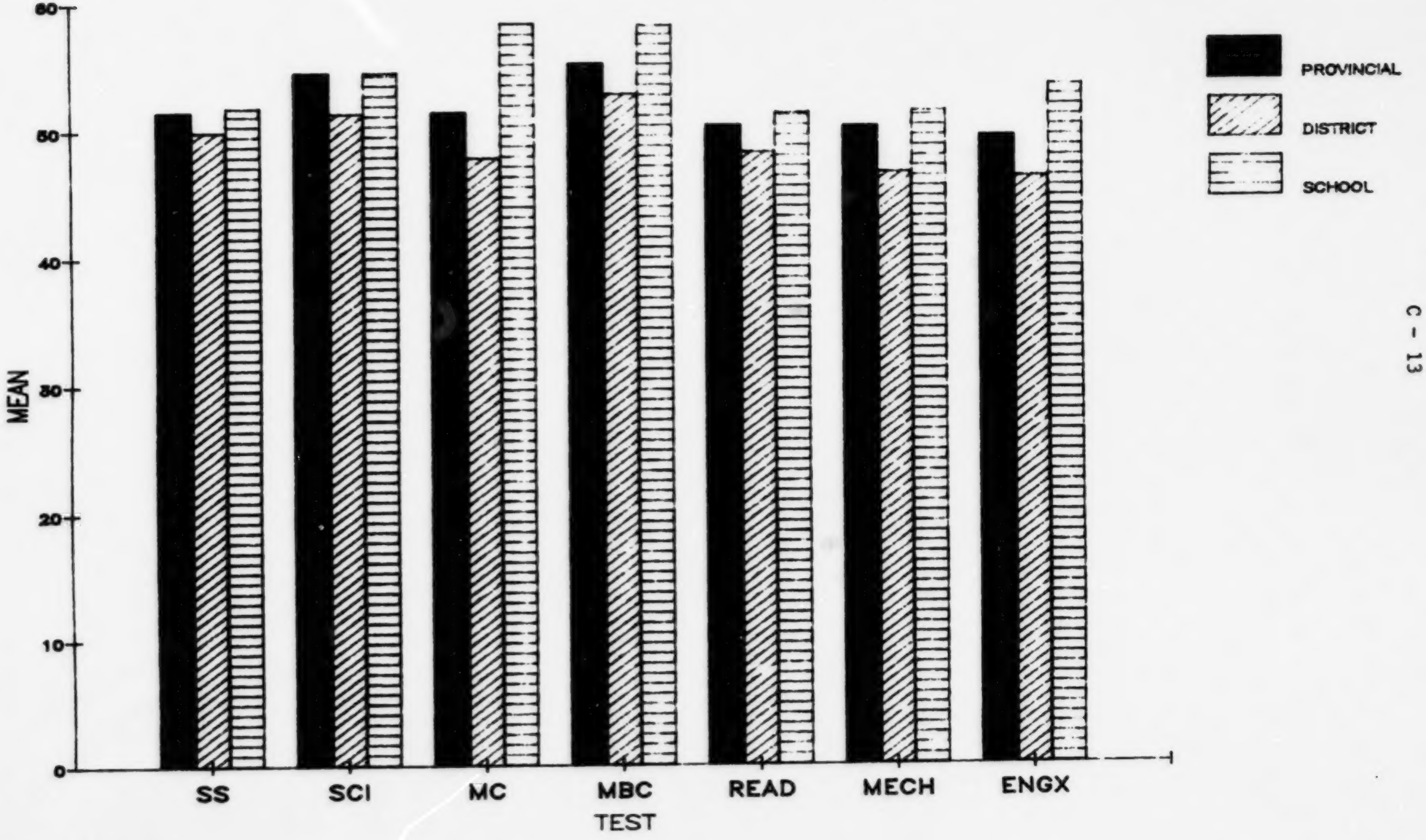
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 12
LUNENBURG DISTRICT
NEW ROSS CONSOLIDATED
1988



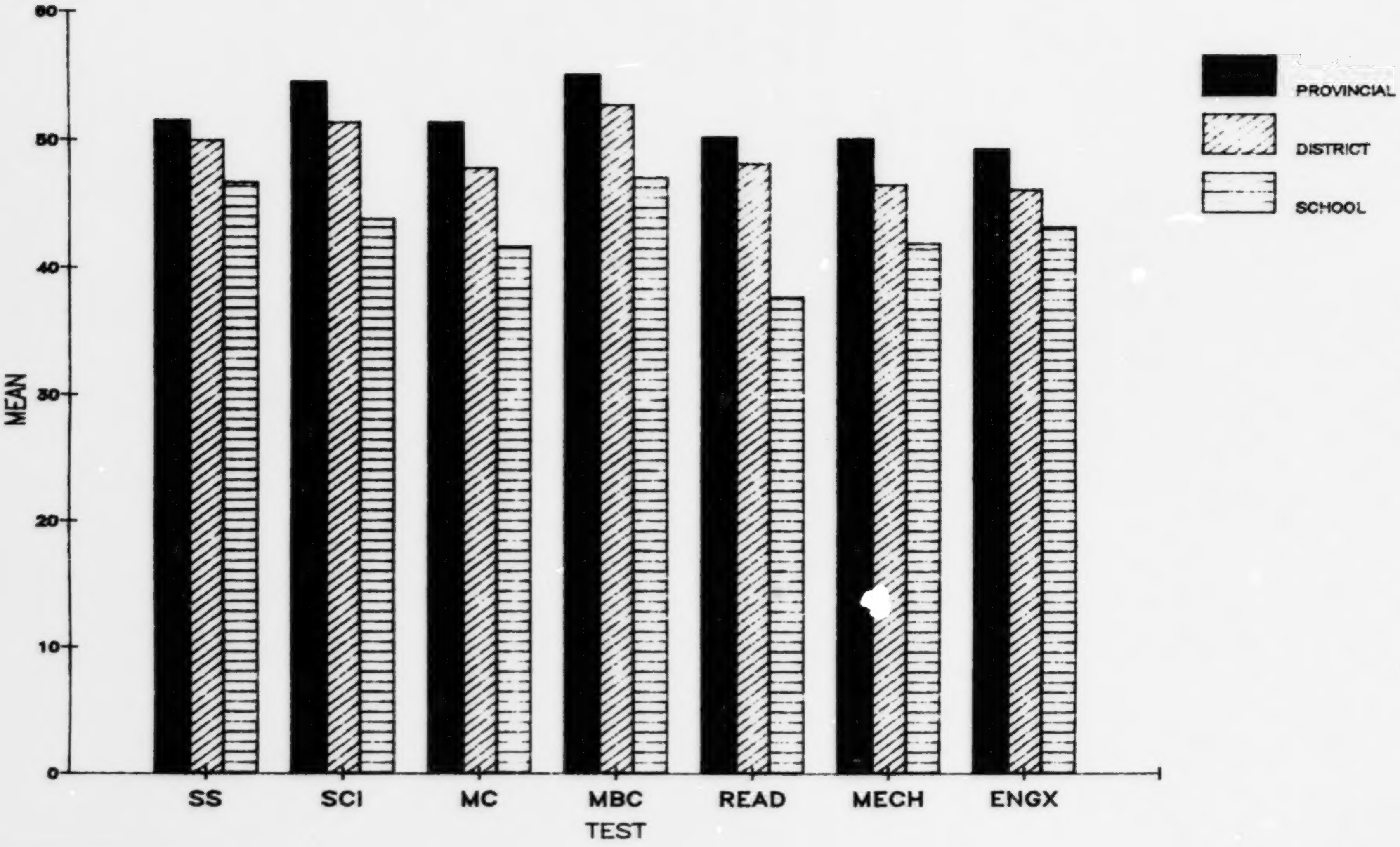
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 12
LUNENBURG DISTRICT
BRIDGEWATER JUNIOR-SENIOR HIGH
1988



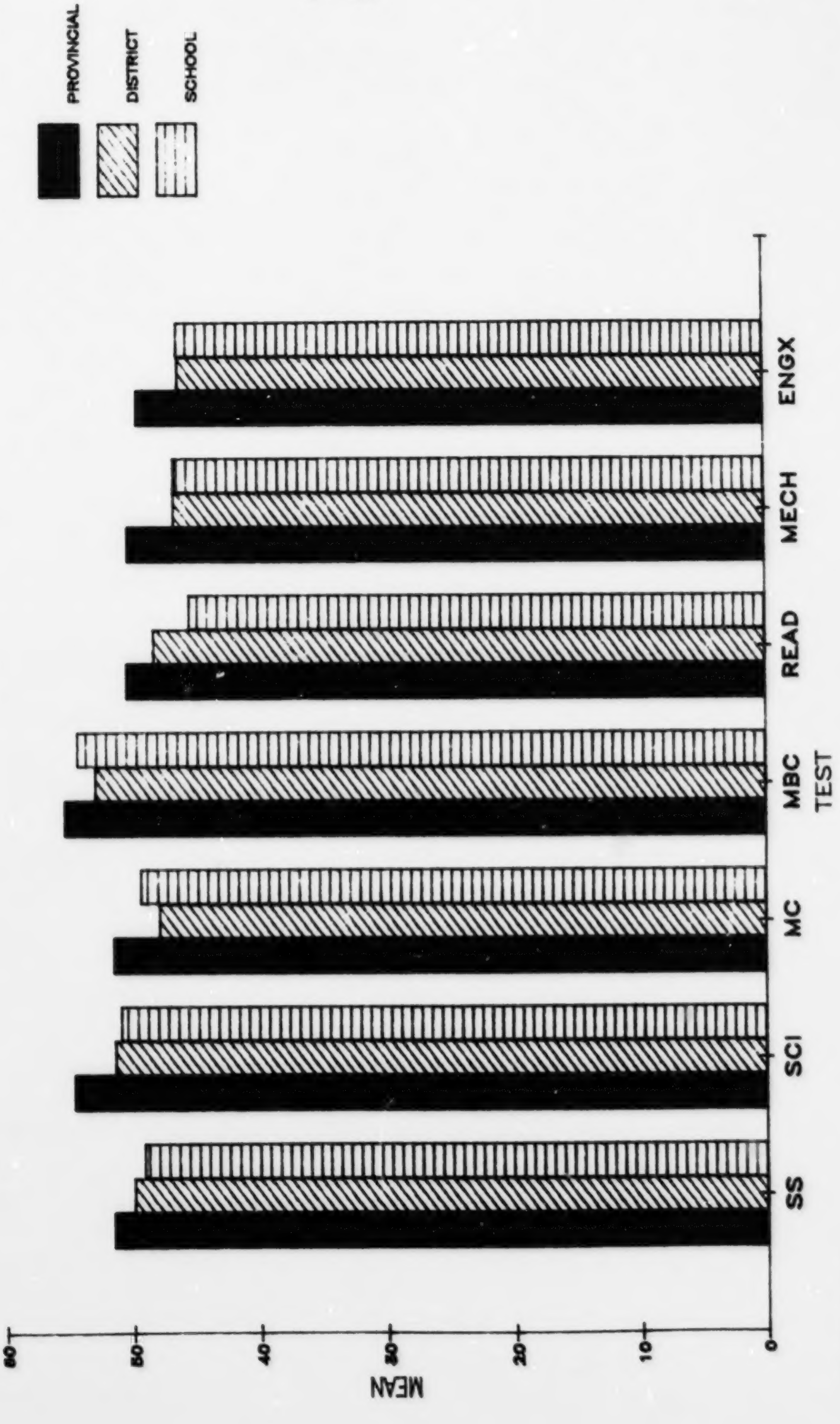
RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 12
LUNENBURG DISTRICT
LUNENBURG JUNIOR-SENIOR HIGH
1988

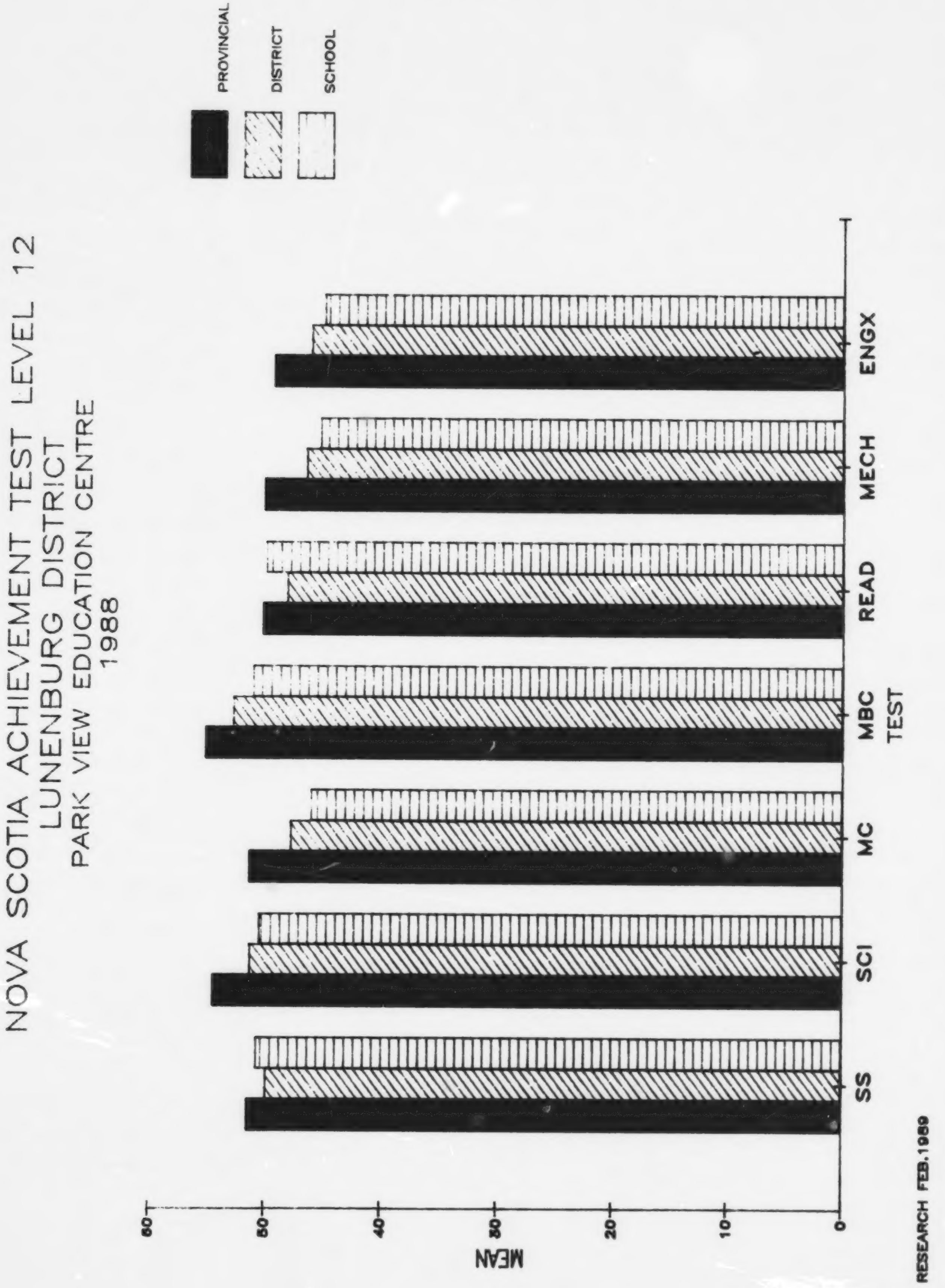


RESEARCH FEB.1989

NOVA SCOTIA ACHIEVEMENT TEST LEVEL 12
LUNENBURG DISTRICT
NEW GERMANY RURAL HIGH
1988



RESEARCH FEB.1989


NOVA SCOTIA ACHIEVEMENT TEST LEVEL 12
LUNENBURG DISTRICT
PARK VIEW EDUCATION CENTRE
1988
PROVINCIAL
DISTRICT
SCHOOL
MEAN
60
50
40
30
20
10
0
SS
SCI
MC
MBC
READ
MECH
ENGX
TEST
RESEARCH FEB.1989

APPENDIX D

SCHOOL DESCRIPTIONS

Blandford Elementary School

The Blandford Elementary School is a one-storey building constructed in 1964. It is of wood construction with a wood shingle exterior finish, double glazed, hopper sash windows, and vinyl storm windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a septic tank sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 20 hours per week.

The school grounds consist of a gravel driveway, gravel parking area, and grassed play areas.

The following areas exist in the school:

4 classrooms
1 library
1 administration area
1 staff room
Ancillary areas such as washrooms, boiler room and corridors.

It was noted that the cover on the drilled well pit was very light, was not secured, and could be easily removed by a student.

Blockhouse Elementary School

The Blockhouse Elementary School is a one-storey building constructed in 1961. It is of wood construction with a wood shingle exterior finish, double glazed, double sash aluminum windows, and aluminum storm windows. The roof is flat, with modified tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a treatment plant sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 40 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and grass/paved play areas.

The following areas exist in the school:

10 classrooms
1 music room
1 library
1 remedial reading room
1 multi-purpose room
Administration/staff room

Ancillary areas such as washrooms, boiler room, storage room and corridors

Bridgewater Elementary School

The Bridgewater Elementary School is a three-storey building constructed in 1978. It is of structural steel construction with a brick exterior finish, and has double glazed, fixed-with-hopper-sash aluminum windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water and sewage disposal services from municipal systems. The building is protected by a sprinkler system. The janitorial service is supplied by three janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, and paved play areas.

The following areas exist on the first floor:

3 classrooms
Administration area
Ancillary areas such as washrooms, boiler room, storage room and corridors.

The following areas exist on the second floor:

1 classroom
1 special education classroom
1 music room
1 library
Gymnasium
Staff room
Ancillary areas such as washrooms, storage room, meeting room, speech pathologist room, and corridors.

The following areas exist on the third floor:

9 classrooms
1 art room
1 remedial reading room
Ancillary areas such as washrooms, storage room and corridors.

It was noted that the corridor fire doors were heavy, and for the younger students they were difficult to open. School staff advised that the air handling system was not working properly.

Bridgewater High School

The Bridgewater High School is a two-storey building constructed in two phases. The original building was constructed in 1951. The second phase was constructed in 1966. The original building is of wood construction with a wood shingle exterior finish, with double glazed, fixed-with-hopper-sash aluminum windows. The second phase is of structural steel construction with a brick exterior finish, and double glazed, fixed-with-hopper-sash aluminum windows.

The school receives its water and sewage disposal services from municipal systems. The building is protected by a sprinkler system. The janitorial service is supplied by three janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, and paved play areas.

The following areas exist on the first floor:

- 8 classrooms
- 1 computer room
- 1 special education classroom
- 1 library
- 1 home economics clothing lab
- 1 home economics foods lab
- 1 industrial arts area
- Gymnasium
- Administration area
- Guidance area
- Ancillary areas such as washrooms, boiler room, storage rooms, and corridors.

The following areas exist on the second floor:

- 11 classrooms
- 1 music room
- 1 biology lab
- 1 chemistry lab
- Staff/work room
- Sick room
- Ancillary areas such as washrooms, storage room, student council room and corridors.

The school shows many signs of wear, including deterioration in the flooring and paint, and will require upgrading. The industrial arts shop has no dust collector system.

Centre Consolidated School

The Centre Consolidated School is a two-storey building constructed in three phases. The original building was constructed in 1957 and the second and third phases in 1969 and 1974. The original building is of wood construction with a wood shingle exterior finish, single glazed, double sash wood windows, and storm windows. The second and third phases are of structural steel construction with a brick exterior finish, and double glazed, single sash wood windows. The roof is flat, with tar and gravel roofing. The building is heated by a hot water system.

The school receives its water from a lake water system, and the sewage is disposed of through a treatment plant sewer system. The building is protected by a sprinkler system. The janitorial service is supplied by four janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and grass play areas.

The following areas exist on the first floor:

15 classrooms
1 music room
1 library
1 science lab
1 home economics clothing lab
1 home economics foods lab
1 industrial arts sheet metal shop
1 industrial arts woodworking shop
2 gymnasia
Administration area
Staff room
Guidance area
Ancillary areas such as washrooms, boiler room, storage rooms, and corridors.

The following areas exist on the second floor:

12 classrooms
1 computer room
1 music room
1 library
1 remedial reading room
Staff room
Ancillary areas such as washrooms, storage room and corridors.

It was noted that there is no dust collection system in the industrial arts shop. School staff advised that the air handling system and the heating system are not working properly. This causes large variations in temperatures.

Chester Basin Elementary School

The Chester Basin Elementary School is a one-storey building constructed in 1957. It is of wood construction with a wood shingle exterior finish, and single glazed, double sash wood windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a septic tank sewer system. The building is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 20 hours per week.

The school grounds consist of a paved driveway, paved parking area, and grassed play areas.

The following areas exist in the school:

5 classrooms
1 multi-purpose room
Adminitration/staff area
Ancillary areas such as washrooms, storage room and corridors.

Chester District Elementary School

The Chester District Elementary School is a one-storey building constructed in 1978. It is of wood construction with a wood shingle exterior finish, and double glazed, double sash windows. The roof is pitched, with asphalt shingle roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a municipal water system. The building is protected by a sprinkler system. The janitorial service is supplied by two janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, paved parking area, and grassed play areas.

The following areas exist in the school:

14 classrooms
1 special education classroom
1 music room
1 library
1 remedial reading room
1 science classroom
1 gymnasium
1 cafeteria
Administration area
Staff room
Work room
Ancillary areas such as washrooms, storage rooms, speech pathologist's office, kitchen, sprinkler tank room, boiler room, and corridors.

It was noted that some of the exit doors' panic bars were blocked and the doors could not be opened without removing the blocks. School staff advised that the air handling system does not work properly and that the driveway in front of the boiler room floods during the winter.

Chester Municipal High School

The Chester Municipal High School is a two-storey building constructed in two phases. The original building was constructed in 1962 and the second phase in 1968. The building is of structural steel construction with a brick/aluminum panel exterior finish, and double glazed, double sash aluminum windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a municipal sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by three janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and grassed play areas.

The following areas exist on the first floor:

9 classrooms
4 portable classrooms one of which is used as an art room
1 science classroom
1 biology lab
1 chemistry lab
1 physics lab
1 home economics general lab
1 industrial arts woodworking shop
1 business education typing lab
1 gymnasium
Administration area
2 staff rooms
1 staff washroom
Ancillary areas such as washrooms, boiler room, storage rooms and corridors.

The following areas exist on the second floor:

13 classrooms
1 computer room
2 special education classrooms
1 library
2 guidance areas
Ancillary areas such as washrooms, storage room, student council room and corridors.

The school shows many signs of wear, including deterioration in the flooring, paint, and interior doors, and will require substantial upgrading. There is no vented, acid resistant or fire resistant storage in the chemistry lab. Some chemicals are stored on open shelving in the book storage room. The industrial arts shop has no dust collector system.

Fox Point School

The Fox Point School is a two-storey building constructed in 1948. The building is of wood construction with a wood shingle exterior finish, and single glazed, double sash wood windows with exterior storm windows. The roof is pitched and has asphalt roofing. It is heated by an oil-fired warm air system.

The school receives its water from a well, and the sewage is disposed of through a septic sewer system. The building is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 20 hours per week.

The school grounds consist of a gravel driveway, gravel parking area, and grassed and gravel play areas.

The following areas exist on the first floor:

Nursery School
Ancillary areas such as washrooms, storage rooms, and furnace room.

The following areas exist on the second floor:

2 classrooms
Ancillary areas such as storage and entryway.

There is no area for resource teachers or others to use for individual student instruction. The school grounds are very rough.

Gold River Elementary School

The Gold River Elementary School is a two-storey building constructed in two phases. The original building was constructed in 1955 and the second phase in 1966. The building is of wood construction with a wood shingle exterior finish, and double glazed, fixed-with-hopper-sash wood windows. The roof is flat, with modified bitumen roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a municipal sewer system. The building is protected by a sprinkler system. The janitorial service is supplied by one janitor working 40 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and gravel and grassed play areas.

The following areas exist on the first floor:

9 classrooms
1 multi-purpose room
Administration area
Staff room
Ancillary areas such as washrooms, boiler room, storage rooms, and corridors.

The following areas exist on the second floor:

1 library
1 remedial reading room
Ancillary areas such as washrooms, storage room and corridors.

The windows of the school are drafty and it was reported that they leak during rain storms. There is a large amount of flammable material stored in the boiler room. The school grounds at the back of the school flood during wet weather.

Hebbville Consolidated Junior High School

The Hebbville Consolidated Junior High School is a one-storey building constructed in two phases. The original building was constructed in 1959 and the second phase in 1969. The original building is of wood construction with a wood shingle and pine board exterior finish, and double glazed, double sash steel windows. The second phase is of structural steel construction with a brick exterior finish, and with double glazed, fixed-over-sliders-sash windows. The roof is sloped, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a treatment plant sewer system. The building is not protected by a sprinkler system. The janitorial service is supplied by two janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and grassed and paved play areas.

The following areas exist in the school:

15 classrooms
3 portable classrooms
1 computer room
1 special education classroom
1 music room
1 library
1 science classroom
1 general science lab
1 home economics clothing lab
1 home economics foods lab
1 industrial arts sheet metal shop
1 industrial arts woodworking shop
1 gymnasium
Administration area
Staff room
Guidance area
Ancillary areas such as washrooms, boiler room, storage rooms, kitchen and corridors.

The school shows many signs of wear, including deterioration in the entrance doors, flooring, paint and ceilings, and will require substantial upgrading. There is no dust collector system in the industrial arts shop. Some of the appliances in the home economics labs are in need of repair. There are many used school bus parts stored in the boiler room.

Hebbville Elementary School

The Hebbville Elementary School is a one-storey building constructed in 1967. It is of laminated wood construction with a brick, concrete and asbestos panel exterior finish, with double glazed, fixed-with-slider-sash steel windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a treatment plant sewer system. The building is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, paved parking area, and grassed play areas.

The following areas exist in the school:

9 classrooms
4 portable classrooms
1 area that doubles as a library and computer room
1 remedial reading room
Administration area
Staff room
Staff work room
Ancillary areas such as windows, boiler room, storage rooms, and corridors.

Some of the portable classrooms have been on site for twelve years and it was reported by school staff that there have been problems with strong odors in these classrooms.

Lunenburg Elementary School

The Lunenburg Elementary School is a four-storey building constructed in 1895. The building is of wood construction with a wood shingle exterior finish, and single glazed, double sash wood windows, with storm windows. The roof is pitched, with rolled asphalt roofing. The building is heated by an oil-fired steam system.

The school receives its water and sewage disposal services from municipal systems. The building is protected by a sprinkler system. The janitorial service is provided by one janitor working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, paved parking area, and gravel and grassed play areas.

The following areas exist on the first floor:

Ancillary areas such as washrooms, boiler room, sprinkler tank area, and storage rooms.

The following areas exist on the second floor:

4 classrooms
Music room
Multi-purpose room
Ancillary areas such as storage room and corridors.

The following areas exist on the third floor:

4 classrooms

1 library
1 remedial reading room
Administration area
Staff room

The fourth floor is unoccupied and its access doors are locked.

Lunenburg High School

The Lunenburg High School is a two-building school. The first building is a two-storey building constructed in 1965. It is of structural steel construction with a brick and concrete panel exterior finish, and single glazed, double sash steel windows, with storm windows on the outside of some rooms. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system. The second building, the Arts and Crafts Annex School, is a two-storey building constructed in 1924. It is of wood frame construction with a wood shingle exterior finish, and single glazed, double sash wood windows with storm windows on the outside. The roof is pitched, with asphalt roofing. The building is heated by an oil-fired hot water system.

The school receives its water and sewage disposal services from municipal systems. The buildings are not protected by a sprinkler system. The janitorial service is supplied by two janitors each working 40 hours per week.

The school grounds consist of a paved driveway and paved parking area, and do not include play areas.

The following areas exist on the first floor of the first building:

4 classrooms
1 computer room
1 music room
1 general science lab
1 gymnasium
Administration area
Ancillary areas such as washrooms, boiler room, storage rooms and corridors.

The following areas exist on the second floor of the first building:

6 classrooms
1 language classroom
1 library
Staff room
Staff work room
Guidance area
Ancillary areas such as washrooms, storage rooms, student council room and corridors.

It was noted that there is no ventilated, acid resistant or fire resistant storage area for chemicals in the science lab.

The following areas exist on the first floor of the Arts and Crafts Annex:

1 home economics general lab
1 industrial arts woodworking shop
Ancillary areas such as washrooms, furnace room, and storage areas.

The following areas exist on the second floor of the Arts and Crafts Annex:

Storage areas

There is no dust collector system in the woodworking shop. The floor of the second floor storage area is constructed of rough planking which is not fastened in place.

Mahone Bay Consolidated Junior High School

The Mahone Bay Consolidated Junior High School is a three-storey building constructed in two phases. The original building was constructed in 1914 and the second phase in 1961. The original building is of wood construction with a wood shingle exterior finish, and single glazed, double sash wood windows. The roof is pitched, with modified bitumen roofing. Heat is provided by an oil-fired steam system. The second phase is of wood frame construction with a clapboard and brick veneer exterior finish, double glazed, single fixed-with-hopper-over-sash aluminum windows. The roof is pitched, with asphalt shingle roofing. Heat is provided by an oil-fired hot water system.

The school receives its water and sewage disposal services from municipal systems. The building is protected by a sprinkler system. The janitorial service is supplied by two janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and gravel and grassed play areas.

The following areas exist on the first floor:

2 classrooms
1 computer room
1 music room
1 library
1 science classroom
1 industrial arts woodworking shop
Gymnasium
Administration area
Ancillary areas such as washrooms, storage rooms, boiler room and corridors.

The following areas exist on the second floor:

9 classrooms
1 home economics general lab

Staff room
Guidance area
Ancillary areas such as washrooms, storage rooms and corridors.

The following areas exist on the third floor:

4 classrooms
1 special education classroom
Vice-principal's office
Ancillary areas such as washrooms, storage rooms and corridors.

It was reported by school staff that the roof leaks. There is no ventilated, acid resistant or fire resistant storage in the science laboratory. There is no dust collector system in the industrial arts shop.

Mill Cove School

The Mill Cove School is a one-storey building constructed in two phases. The original building was constructed in 1966 and the second phase in 1968. The building is of wood construction with a wood shingle exterior finish, and single glazed, double sash wood windows with exterior storm windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a septic tank sewer system. The building is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 20 hours per week.

The school grounds consist of a gravel driveway, gravel parking area, and mud, grass and gravel play areas.

The following areas exist in the school:

5 classrooms
1 library
1 remedial reading room
Multi-purpose room
Administration area
Staff room
Ancillary areas such as washrooms, storage room, boiler room, kitchen and corridors.

The walls and floor of the multi-purpose room have been damaged due to moisture problems. The school grounds are rough.

New Germany Elementary School

The New Germany Elementary School is a two-storey building constructed in 1954. The building is of wood construction with a wood shingle exterior finish, and single glazed, double sash wood windows with exterior storm windows. The roof is flat, with tar and gravel roofing. It is heated by an oil-fired hot water system.

The school receives its water from a well water system, and the sewage is disposed of by way of a municipal sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by two janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and grassed play areas.

The following areas exist on the first floor:

8 classrooms
1 music room
1 remedial reading room
1 gymnasium
Ancillary areas such as washrooms, storage rooms, boiler room and corridors.

The following areas exist on the second floor:

8 classrooms
1 library
Administration area
Staff room
Guidance room
Ancillary areas such as washrooms, storage rooms and corridors.

The windows of the school cannot be opened. The exterior drainage system does not work properly. It was reported by school staff that the first floor of the school has flooded a number of times.

New Germany Rural High School

The New Germany Rural High School is made up of two buildings. The main school is a three-storey building constructed in 1964. The building is of structural steel construction with a brick and asbestos panel exterior finish, and double glazed, fixed-with-slider-sash steel windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a municipal sewer system. The building is not protected by a sprinkler system. The janitorial service is supplied by three janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, paved parking area, and grassed play areas.

Industrial arts is housed in a portion of the school bus garage which is approximately one-half mile from the main school building. The garage is a one-storey building constructed in 1966 and is of wood frame construction with a wood shingle exterior finish, and single glazed, double sash wood windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system located in the New Germany Elementary School which is adjacent to the garage.

The buildings receive water from a well, and the sewage is disposed of through a municipal system. The buildings are not protected by a sprinkler system.

The school grounds consist of a paved driveway, and paved parking area.

The following areas exist on the first floor of the main school:

4 classrooms
1 art room
1 music room
1 home economics clothing lab
1 home economics foods lab
1 gymnasium
Staff room
Ancillary areas such as washrooms, boiler room, storage rooms and corridors.

The following areas exist on the second floor of the main school:

4 classrooms
1 library
1 biology lab
1 chemistry lab
Administration area
Staff work room
Guidance area
Ancillary areas such as washrooms, storage rooms, student council room, and corridors.

The following areas exist on the third floor of the main school:

10 classrooms
1 special education classroom
2 science classrooms

An industrial arts general shop and ancillary areas such as washroom and storage rooms are located in the school bus garage.

It was noted that the hardware on many of the windows is broken, and it was reported by school staff that replacement hardware is not available. The roof is in poor condition with many large blisters. The wall of the southeast corner of the school has a water leak. There is no ventilated, acid resistant or fire resistant storage in the science labs, and no dust collector system in the industrial arts shop.

New Ross Consolidated School

The New Ross Consolidated School consists of two buildings. The main building is a two-storey structure built in 1959. It is of structural steel construction with a brick/aluminum panel exterior finish, and double glazed, fixed-with-hopper-sash aluminum windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The Primary Annex is a two-storey building constructed in 1948. It is of wood construction with a wood shingle exterior finish, and single glazed, double sash wood windows, with storm windows on the outside. The roof is pitched, with asphalt roofing. The building is heated by an oil-fired, forced warm air system.

The school receives its water from a well, and the sewage is disposed of by way of a trickling filter system. The school is not protected by a sprinkler system. The janitorial service is supplied by two janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and grassed play areas.

The following areas exist on the first floor of the main building:

5 classrooms
1 music room
1 home economics general lab
1 industrial arts general shop
1 gymnasium
Administration area
Staff room
Ancillary areas such as washrooms, boiler room, storage room, kitchen and corridors.

The following areas exist on the second floor of the main building:

5 classrooms
1 computer room
1 library
1 general science lab
Guidance area
Ancillary areas such as washrooms, storage rooms and corridors.

The following areas exist on the first floor of the Primary Annex:

2 classrooms
Ancillary areas such as washrooms, storage room, furnace room and corridors.

The following areas exist on the second floor of the Primary Annex:

2 classrooms
Ancillary areas such as storage room and corridors.

It was reported by school staff that the old windows in the main building leak. There is no ventilated, acid resistant or fire resistant storage for chemicals in the science lab. There is no dust collector system in the industrial arts shop.

The Primary Annex is generally rundown and will require a general upgrading if it is to continue to be used as a school. The windows are in poor condition and it was reported that the first floor floods often.

Newcombville Elementary School

The Newcombville Elementary School is a one-storey building constructed in 1965. It is of laminated wood construction with a brick, concrete panel and asbestos panel exterior finish, and double glazed, fixed-with-slider-sash steel and wood windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of by way of a treatment plant sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved and gravel driveway, paved parking area, and mud, grass and paved play areas.

The following areas exist in the school:

11 classrooms
2 portable classrooms
1 library
1 music area
1 remedial reading room
1 multi-purpose room
Administration area
Ancillary areas such as washrooms, boiler room, storage room, kitchen and corridors.

The multi-purpose room stage is used as the music area. The library is very small for a school of this size.

Park View Education Centre

The Park View Education Centre is a two-storey building constructed in 1976. It is of structural steel construction with a precast concrete exterior finish, and double glazed, fixed-with-hopper-sash steel windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a municipal water system, and the sewage is disposed through a municipal sewer system. The school is protected by a sprinkler system. The janitorial service is supplied by five janitors each working 40 hours per week, and one janitor working 20 hours per week.

The school grounds consist of a paved driveway, paved parking area, and grassed play areas.

The following areas exist on the first floor:

9 classrooms
1 special education classroom
1 art classroom
1 home economics clothing lab

1 home economics foods lab
1 industrial arts woodworking shop
1 industrial arts graphic communications shop
1 gymnasium
1 cafeteria
Administration area
Staff room
Guidance area
Ancillary areas such as washrooms, storage rooms, kitchen, boiler room and corridors.

The following areas exist on the second floor:

13 classrooms
1 double classroom
1 work experience classroom area
1 computer classroom
1 music room
1 library
2 remedial reading rooms
1 science classroom
2 biology labs
2 chemistry labs
2 physics labs
1 geology lab
2 business education typing labs
Administration area
Staff work room
Ancillary areas such as washrooms, storage rooms, weight training room, student council room and corridors.

It was reported by school staff that the heat is not evenly distributed in the school. Some areas are hot while others are cool. There is no dust collector system in the industrial shop.

Pentz Elementary School

The Pentz Elementary School is a one-storey building constructed in 1964. It is of steel column and laminated beam construction with a brick/concrete panel and asbestos board exterior finish, and double glazed, fixed-with-slider-sash wood and steel windows. The roof is sloped, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a treatment plant sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 40 hours per week.

The school grounds consist of a paved driveway, gravel parking area, and gravel and grass play areas.

The following areas exist in the school:

8 classrooms

1 portable classroom
1 remedial reading room
1 multi-purpose room
Administration area
Staff room
Ancillary areas such as washrooms, storage rooms, boiler room and corridors.

The multi-purpose room stage is used as a library.

Petite Riviere Elementary School

The Petite Riviere Elementary School is a one-storey building constructed in 1961. It is of wood frame construction with a wood shingle exterior finish, and single glazed, double sash wood windows, with exterior storm windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired water system.

The school receives its water from a well, and the sewage is disposed of through a septic sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 40 hours per week.

The school grounds consist of a paved driveway, paved parking areas, and grassed play areas.

The following areas exist in the school:

7 classrooms
1 library
1 remedial reading room
1 multi-purpose room
Administration area
Ancillary areas such as washrooms, storage room, boiler room and corridors.

It was reported by school staff that the roof occasionally leaks, and the heat is difficult to control because there are only two thermostats for the entire building.

Riverport and District Elementary School

The Riverport and District Elementary School is a one-storey building constructed in 1967. It is of steel column and laminated beam construction with a brick/concrete panel and asbestos board exterior finish, and double glazed, fixed-with-slider-sash wood and steel windows. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a treatment plant sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 40 hours per week.

The school grounds consist of a paved driveway, paved parking area, and grassed play areas.

The following areas exist in the school:

9 classrooms
1 music room
1 library
1 multi-purpose room
Administration area
Staff room
Staff work room
Sick room
Ancillary areas such as washrooms, storage rooms, boiler room and corridors.

Simms Settlement School

The Simms Settlement School is a two-storey building constructed in 1949. It is of wood construction with a wood shingle exterior finish, and single glazed, double sash wood windows with exterior storm windows. The roof is pitched, with asphalt roofing. The building is heated by an oil-fired warm air system.

The school receives its water from a dug well water system, and the sewage is disposed of through a septic sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 20 hours per week.

The school grounds consist of dirt driveway, dirt parking area, and grassed play areas.

The following areas exist on the first floor:

Furnace room

The following areas exist on the second floor:

1 classroom
Ancillary areas such as washrooms, storage room and entryway.

The basement area has a gravel floor and there are many problems with dampness in the school. The school grounds are very rough.

Verge House

Verge House is a three-storey building. It is of wood construction with a wood shingle exterior finish, and single glazed, single sash wood windows with aluminum storm windows. The roof is pitched, with asphalt shingle roofing. The building is heated by an oil-fired hot water system.

The building receives its water and sewage disposal services from municipal systems. The building is protected by a sprinkler system.

The grounds consist of a gravel driveway, gravel parking, and grass areas.

The following areas exist on the first floor:

Basement area including furnace and storage

The following areas exist on the second floor:

2 work areas
1 kitchen
2 dining areas

The following areas exist on the third floor:

3 work areas
Office
Washrooms

West Northfield Elementary School

The West Northfield Elementary School is a one-storey building constructed in 1961. It is of wood frame construction with an aluminum siding exterior finish, and single glazed, double sash aluminum windows, with storm windows on the outside. The roof is flat, with tar and gravel roofing. The building is heated by an oil-fired hot water system.

The school receives its water from a well, and the sewage is disposed of through a treatment plant sewer system. The school is not protected by a sprinkler system. The janitorial service is supplied by one janitor working 40 hours per week.

The school grounds consist of a paved driveway, paved parking area, and mud and grassed play areas.

The following areas exist in the school:

8 classrooms
3 portable classrooms
1 multi-purpose room
Administration area
Staff room
Ancillary areas such as washrooms, storage rooms, boiler room and corridors.

APPENDIX E

Pilot Courses in Lunenburg District School System
For 1988-89 School Year (September 30/88)

Course Name	Number	School	Enrolment
English	ENG 520	New Germany Rural High	15
English	ENG 530	New Germany Rural High	5
English	ENG 520	Park View	36
Mathematics	MAT 520	Park View	35
History	HIST 442	Chester Municipal High	39
History	HIST 540	Park View	20
Canada Studies	CAW 221	Park View	55
Canada Studies	CAW 421	Park View	207
Economics	ECO 430	Park View	71
Astronomy	AST 430	Park View	29
Consumer Chemistry	Con/Ch 240	Park View	34
Forestry	Forestry (Gr. 9)	New Ross Consolidated	

In addition to these pilot courses, the following 400 level courses are offered in addition to the 300 level courses listed in the Public School Programs.

Course	School	Enrolment
LAW 441	Bridgewater Jr/Sr. High	64
LAW 441	Lunenburg Jr/Sr. High	10
LAW 441	Park View	67
SOC 441	Park View	127

In addition, the International Baccalaureate courses are offered and have been approved by the Department of Education for offering at Park View.